

AD-A045 713

MENTORIS CO PRINCETON NJ

EVALUATION OF THE ARMY CORRECTION PROGRAM. VOLUME IV. USDB VOCA--ETC(U)

AUG 77 R BHATTACHARYYA, A L WILLEY

MDA906-76-C-0349

F/G 5/11

NL

UNCLASSIFIED

1 OF 2
AD
A045713



AD A045713

The Mentoris ©

2
B.S.

EVALUATION OF THE ARMY
CORRECTION PROGRAM

FINAL REPORT

VOLUME IV:

USDB VOCATIONAL PROGRAM EVALUATION

SUBMITTED TO
DEPARTMENT OF THE ARMY

BY

THE MENTORIS COMPANY
Contract # MDA 906 76 C 0349

AUGUST 31, 1977

Project Director
Dr. Edward J. Greenblat

Project Manager
Dr. Ranendra Bhattacharyya

AD No. _____
DDC FILE COPY

DDC
DECEMBER
OCT 31 1977
F

DISTRIBUTION STATEMENT A
Approved for public release;
Distribution Unlimited

UNCLASSIFIED

SECURITY CLASSIFICATION OF THIS PAGE (When Data Entered)

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO.	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) Evaluation of the Army Correction Program Volume IV: USDB Vocational Program Evaluation.		5. TYPE OF REPORT & PERIOD COVERED Final rept. 1 Jan 1976 - 29 Mar 1977.
7. AUTHOR(s) Ranendra Bhattacharyya, Allan L. Willey, William C. Parker, Jeffery T. Luftig		6. PERFORMING ORG. REPORT NUMBER
9. PERFORMING ORGANIZATION NAME AND ADDRESS The Mentor's Company 1101 State Road, Building H Princeton, New Jersey 08540		8. CONTRACT OR GRANT NUMBER(s) MDA 906-76-C 0349
11. CONTROLLING OFFICE NAME AND ADDRESS HQ Department of the Army DAPE-HRE Washington, DC 20310		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) Same as 11		12. REPORT DATE 31 Aug 1977
		13. NUMBER OF PAGES 353 - 4 Volumes
		15. SECURITY CLASS. (of this report) UNCLASSIFIED
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution limited		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report) Same as 16		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Confinement; Corrections; Correctional Management; Custody and Control of Prisoners; Correctional Cost Effectiveness; Vocational Training and Correctional Industries; Prisoner Work Programs; Correctional Management		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) Study examines the Army Correction Program to assess management, cost effectiveness and achievement of objectives. It recommends revision in organization and procedures to improve management and cost effectiveness of the systems and facilities. The Study examines the history of the Army Correction program and assesses system compliance with correctional standards and requirements of public law and military regulations. It provides an in-depth analysis of vocational training at the US Disciplinary Barracks, Fort Leavenworth, Kansas.		

ACKNOWLEDGEMENT

This report has been authored by Dr. Jeffrey Luftig in his capacity as a consultant in the study team of The Mentor's Company. He has also served as the principal investigator for the study reported in this volume.

ACCESSION for	
NTIS	White Section <input checked="" type="checkbox"/>
DDC	Buff Section <input type="checkbox"/>
UNANNOUNCED	<input type="checkbox"/>
J S I CATION	
BY	
DISTRIBUTION/AVAILABILITY CODES	
BY CIAL	
A	

TABLE OF CONTENTS

	<u>Page</u>
Acknowledgments	ii
Table of Contents	iii
List of Figures	iv
List of Tables	v
SECTION 1: Overview of Task	1
SECTION 2: Review and Survey of the General Program	2
SECTION 3: Individual Vocation Program Assessments	11
3.1 Screen Process Printing	13
3.2 Cabinetmaking	31
3.3 Automotive Mechanics	48
3.4 Sheet Metal Product Fabrication	64
3.5 Welding	80
SECTION 4: Final Summary and Recommendations	96
APPENDIX A	
APPENDIX B	

LIST OF FIGURES

<u>Figure</u>		<u>Page</u>
3.1	Program Assessment Profile Screen Process Printing	26
3.2	Program Assessment Profile Cabinet Making	45
3.3	Program Assessment Profile Automotive Mechanics	62
3.4	Program Assessment Profile Sheet Metal	78
3.5	Program Assessment Profile Welding	94
4.1	Combined Program Assessment Profile	98

LIST OF TABLES

4.1	Summary of Individual Program Data
-----	------------------------------------

<u>Page</u>
97

1. OVERVIEW OF THE TASK

↙ The purpose of ^{this} ~~the~~ evaluation effort, on December 6, 7, and 8, 1976 ^{to} review selected Vocational Training programs at the United States Disciplinary Barracks (USDB), Fort Leavenworth, Kansas, in order to make recommendations related to ongoing activities, instructional efforts, program product development, and facilities maintenance. Toward this goal, five individual programs were assessed in-depth after an initial survey and briefing:

- + Screen Process Printing,
- + Cabinetmaking,
- + Automotive Mechanics,
- + Sheet Metal Product Fabrication, *and*
- + Welding,

The Radio and Television Repair and Upholstery programs were also reviewed, but not to the extent of the programs listed above.

↘ The results of this assessment are presented within this document in two major sections: those data and recommendations related to the general, or total, program of Vocational Education, and another section related to those data and recommendations developed for each individual training program. A final summary section with comparative program profiles is also included. ↗

2. REVIEW AND SURVEY OF THE GENERAL PROGRAM

The total program reviewed appears to be a high quality, well-staffed, more-than-adequately-funded program. In general, both the scope of training as well as the number of trainees can be increased without having to increase the present funding level. Most impressive were the experience, dedication, and qualifications of the vocational education staff, as well as the well-equipped facilities reviewed.

General data gathered related to the total program may be found on the following General School Information Inventory. 'School,' for the purpose of all forms utilized in this report, refers to the Vocational Education Program at the USDB.

The data gathering forms used throughout this report were developed either at the Center for Vocational and Technical Education, Ohio State University or at the State Department of Education of New Hampshire. Since these forms do not have any copyright restrictions, no reason for any objection for their use is foreseen. Besides, they represent a standardized approach. The forms developed at the State Department of Education of New Hampshire were designed by the author of this report himself.

GENERAL SCHOOL INFORMATION INVENTORY

The Ohio State University

Name of School Vocational Training Facility Person Completing This Form J. Luftig

School District Fort Leavenworth, Kansas Position Research Consultant Date 12 06 76
mo. day year

1. Does the school curriculum require all students to receive some exposure to marketable skill training?

☒ Yes ☐ No

2. This school is located in an:

- ☐ Urban area
☐ Rural area
☒ Suburban area

3. Does the school offer vocational programs:

- ☒ Day only
☐ Night only
☐ Both day and night

4. Does the school have a practical arts program(s)?

☐ Yes ☐ No programs offered.

if yes, check type(s)

- ☐ Industrial arts
☐ General business
☐ Home economics (homemaking)
☒ Other (specify) Crafts

5. Does the school have a prevocational group guidance program?

☐ Yes ☐ No N.A.

Type of Enrollment

- ☐ Elementary students only (grades 8 and below).
☐ Secondary students (grades 9 and above).
☐ Both elementary and secondary students.

Total Enrollment

Estimate how many students will be served by this program this school year.

6. Does the school have a guidance program?

☐ Yes ☒ No

7. Does the school have a specialized vocational guidance program for noncollege-bound students?

☐ Yes ☐ No N.A.

8. Total number of guidance personnel.

a. How many are state certified?

b. How many of these state certified persons have specific vocational guidance preparation?

9. Does the school provide job placement services to vocational students?

☒ Yes ☐ No placement services available.

if yes, check type(s)

☒ Cooperative program between ^{the Director of} classification and state employment service

50 ☐ Vocational teachers make referrals

☐ Guidance counselor assistance

☐ Other (specify) _____

10. Does the school have an annual and long range plan for vocational education?

☒ Yes ☐ No

11. Does the school have a general advisory committee for vocational programs?

☒ Yes ☐ No

12. Do all ^{individual} vocational programs have an advisory committee?

☐ Yes ☒ No

13. Indicate below your presently existing and anticipated administrative and auxiliary services staff vacancies for all positions can be filled by Anticipated Vacancies

POSITIONS

- a. Director
- b. Supervisor
- c. Vocational Guidance Director or Counselor
- d. Curriculum Specialist
- e. Other (specify) Instructors

NUMBER OF PERSONS NEEDED FOR EXISTING VACANCIES

58 a. ☐ b. ☐ c. ☐ d. ☐ e. ☐

NUMBER OF PERSONS NEEDED FOR ANTICIPATED VACANCIES

63 a. ☐ b. ☐ c. ☐ d. ☐ e. ☐

14. Indicate your presently existing and anticipated vocational program staff vacancies.

68 ☐ No Existing Vacancies 69 ☐ No Anticipated Vacancies

70 ☐ For State Use Only

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	PROGRAM STATUS (Check One)	NUMBER OF PERSONS NEEDED FOR EXISTING VACANCIES (Place the number needed in the appropriate column)		NUMBER OF PERSONS NEEDED FOR ANTICIPATED VACANCIES (Place the number needed in the appropriate column)	
What Do You Call This Program?	T & I, Agriculture, Home Economics, etc.		Teacher	Cooperative Work-Experience Coordinator	Teacher	Cooperative Work-Experience Coordinator
Up to 1st	Space Below for Program Area Title and Code					
	Trades & Industry (T&I)					
20	<input checked="" type="checkbox"/> In Operation <input type="checkbox"/> Not Yet in Operation		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33	<input type="checkbox"/> In Operation <input type="checkbox"/> Not Yet in Operation		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46	<input type="checkbox"/> In Operation <input type="checkbox"/> Not Yet in Operation		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59	<input type="checkbox"/> In Operation <input type="checkbox"/> Not Yet in Operation		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Check if Item 14 is continued on a supplement page.

Note: Attach Supplement Pages to This Form.

Are there any new vocational programs which programs are not yet started? Ind. (reading) below

☐ No new programs approved or pending.

INSTRUCTIONAL PROGRAM TITLE	VOCATIONAL PROGRAM AREA	REASON(S) EACH INSTRUCTIONAL PROGRAM NOT IN OPERATION (More than one may be checked)						
What do you call this program?	T & I, Agriculture, Home Economics, etc. Space Below for Program Area Title and Code	Program Not Planned to Begin as of Date This Form Completed. List the Anticipated Date	Lack of Funds	Lack of Facilities	Lack of Equipment	Teachers Not Available	Other (Specify)	
Truck Driver	T & I 20	<input checked="" type="checkbox"/> (Anticipated Date) Unknown (month/year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Feasibility	
Apprenticeship-Carpentry	T & I 36	<input checked="" type="checkbox"/> 02 77 (month/year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Study Now Being Done	
Apprenticeship-Painting/Decorating	T & I 52	<input checked="" type="checkbox"/> 02 77 (month/year)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> " "	
	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> " "	
	36	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> " "	
	52	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> " "	
	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> " "	
	36	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> " "	
	52	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> " "	

Check if Item 15 is continued on a supplement page.

Three important points should be noted from the data reported on the Information Inventory. First, while there does exist a general advisory committee for the total vocational program, every individual program supervisor interviewed indicated that there was no advisory committee member from the particular program-related craft who provided recommendations and suggestions for the day-to-day operation of the program. It is therefore recommended that

- (R1) A journeyman/mechanic from each industry related to an individual vocational training program should be added to the current advisory committee.

Secondly, it is important to note that there is a deficiency in the vocational guidance and counseling services available to the students. An activity which could potentially offset this deficiency would be a pre-assignment vocational program review course. Prior to vocational program/classification, each vocational supervisor could spend a day with new inmates presenting the nature and occupational potentialities of his particular program. Thus informed, the inmates could then provide more intelligently-based input to the classification-board. Therefore, it is recommended that

- (R2) A two-week mini-course should be established in order to provide exposure to incoming inmates related to available vocational training programs.

The third point which should be identified from the Information Inventory is the excellent supportive placement service available to inmates completing the various programs of study. At the present time, these services appear to be of very high quality. However, one suggestion related to placement efforts

is that all vocational programs should require each student to develop an 'exit portfolio' during the course of the instructional program. This portfolio would contain a list of the competencies which had been developed by the student while in the program, (the instructor could initial each at completion), as well as a series of work samples generated by the student. The latter element would be most applicable to those students completing the Welding and Screen Process Printing programs. Photos could be substituted for graduates of programs such as Cabinetmaking.

An additional need that this portfolio would meet is related to student evaluation. With the exception of a monthly inmate evaluation form (USDB Form 93 (Rev.) - Appendix A) and a record of the hours (but not developed proficiency level) spent on individual tasks by the student, no records are kept on the student-developed competencies. The 'exit portfolio' would include this information, maintained by the instructor during the program, and the student would take it with him upon release.

- (R3) Each student in a vocational training program should develop an 'exit portfolio' based upon the training received and the work performed during the course of the program.

Two general program needs which must be discussed within the scope of this section pertain to curriculum and the duration of time spent by inmates in most of the vocational programs.

Currently, very little articulation exists in terms of the individual vocational programs. Little, if any, furniture is produced by the Cabinetmaking program to be upholstered by

students in the Upholstery program, for example. The potential for these types of activities are present throughout the total program. Additionally, there is a strong potential for relatively long-term inmates to become proficient in a cluster of occupational areas, by taking a series of available programs which is not presently a conscious effort. Specifically, four articulated programs which should be developed are as follows.

Furniture Technology Specialist

Program I - Cabinetmaking
Program II - Upholstery

Metal Technology Specialist

Program I - Welding
Program II - Sheet Metal Fabrication

Automotive Technology Specialist

Program I - Body and Fender Repair
Program II - Automotive Mechanics

Electricity/Electronics Technician

Program I - Appliance Repair
Program II - Radio and Television Repair

Finally, a prerequisite to entering a T & I (Trades and Industry) program should be a short course (5 - 10 weeks) in blueprint reading/basic drafting. This course could be added to the drafting instructional area, and would release each individual program instructor from teaching students to read/interpret/draw plans and blueprints. More instructional time would be devoted, therefore, to technical competencies in each program. These curricular issues form the basis for the following recommendations:

- (R4) Individual program supervisors should attempt to create instructional subject cores stressing interdisciplinary activities.
- (R5) Expanded programs should be developed for long-term inmates which would provide a cluster of occupational competencies within common technologies.
- (R6) A basic exposure course in drafting/blueprint reading should be taken by all inmates prior to entering any T & I vocational training program.

A current problem within many of the individual programs relates to the duration of time in the course of study. Many inmates are placed in program who will never serve a total sentence long enough to allow for adequate training. Compounding this problem is the fact that inmates, who might be approaching the end of their training programs, are put to work packing groceries (or other mundane activities) and removed from training if they generally perform well enough to be placed in an 'A' custody classification. This trend surely represents a waste of well-trained personnel, as well as a waste of money. Therefore

- (R7) The present administration should explore the possibility of assigning only those inmates to vocational programs who will potentially be incarcerated for a period of time adequate for program completion.
- (R8) The present administration should allow all inmates transferred to 'A' custody to complete their training program.

In reviewing issues related to personnel activities, the following two recommendations were found to be appropriate.

- (R9) Vocational program instructors should take part in those classification committee activities which send inmates to their training programs.

(R10) If the recent order preventing military assigned to the vocational program from aiding the vocational instructor in conducting the program can not be changed, then a civilian clerk should be added to the staff of each vocational program to handle the paperwork load and release the instructor for more classroom/shop activities.

3. INDIVIDUAL VOCATIONAL PROGRAM ASSESSMENTS

For each of the five programs assessed in-depth within the scope of this study, four forms were utilized to gather the necessary data. Following are the descriptions of each form, presented in the order of which they appear in the context of this section.

- Specific Program Information Data for Adult Instructional Programs: This form is intended to gather basic, descriptive data related to the specific program in question. No assessments or value judgements are made within the context of the collected information.
- Individual Program Assessment Form: This instrument is intended to reflect the best judgement of the on-site evaluator related to specific criteria. The criteria evaluated are divided into six subsections:
 1. Organization
 2. Administration and Supervision
 3. Instructional Activities
 4. Instructional Staff
 5. Physical Facilities
 6. Student Application of Training

Each criterion was rated according to the following scale:

- 5 - Excellent (Criterion is met most extensively)
- 4 - Very Good (Criterion is met extensively)
- 3 - Good (Criterion is met moderately)
- 2 - Fair (Criterion is met at slightly less than minimally accepted standards)
- 1 - Poor (Criterion is being met to a very limited degree)
- Yes, or Present (Not appropriate for rating-type assessment)
- '-' - Unknown (insufficient evidence)
- NA - Not Applicable

Individual mean values were calculated for each subsection of this form, and were utilized to generate the program profile illustrations.

- Unified Industrial Teacher Evaluation: This form concentrates on an assessment of each vocational program supervisor in terms of professional preparation, personal qualities, teaching techniques, and managerial ability. A composite mean value (TAP) was calculated from this instrument.
- Class Evaluation: This instrument is intended to serve as a broad assessment of classroom/shop activities desired during the evaluation period. A total mean value was also calculated for these data.

3.1 SCREEN PROCESS PRINTING

SPECIFIC PROGRAM INFORMATION DATA FOR ADULT INSTRUCTIONAL PROGRAMS



THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITY

4
school code

Date
month day year

School Name U.S. Disciplinary Barracks - Leavenworth

School District _____ Person Completing This Form J. L.

NOTE: If this training is not conducted in a regular school situation, use the space above to list the special program/project title and the sponsoring agency/association.

Instructional Program Title Screen Process Printing

(What do you call this program?)

Vocational Program Area Trade and Industry

(T and I, Agriculture, Home Ec., etc.)

Vocational Program Code

1. What is the **purpose** of this training?

(check one only)

- ☒ Preparatory (initial or entry level) training
- ☐ Supplementary (upgrading or in-service) training
- ☐ Other (combination of the above—specify) _____

2. Is this instructional program **primarily** designed to serve persons with **special needs**?

☒ Yes ☐ No

if yes, check type(s)

☐ Handicapped

☒ Disadvantaged

☐ Other (specify) _____

3. Is this instructional program offered on a **regular** on-going basis?

☒ Yes ☐ No

4. Is this instructional program offered on a **temporary** basis to fulfill an immediate need or request?

☐ Yes ☐ No ☐ N.A.

5. Is this an MDTA training program?

☐ Yes ☒ No

6. Is this an apprentice training program?

☐ Yes ☒ No

7. When is this instructional program offered?

- ☒ Day only
- ☐ Night only
- ☐ Both day and night

8. If this program is offered on a continuing basis it is taught:

(check one only)

- ☒ Using instructional modules permitting students to progress at their own pace
- ☐ Quarterly
- ☐ Each semester
- ☐ Each trimester
- ☐ Once each year
- ☐ Other (specify) _____

☐ This program is **not** offered on a continuing basis

9. What is the **duration** of time, in weeks, required for a student to complete this instructional program?

Number of weeks

40

10. How many **clock hours** of classroom instruction or training are required for a student to complete this instructional program?

Clock hours ☐ N.A.

11. Which of these **organizations** requested this instructional program? (check one or more)

- ☐ Vocational Rehabilitation
☐ Welfare Department
☐ Business and Industry
☐ Union or Employee Group
☐ Interest Group for Disadvantaged
☐ Other (specify) _____ N.A.

☐ This program was **not** implemented at the request of any outside organization.

12. Did the **organization** requesting this instructional program **provide** financial support, instructional materials or other contributions?

☐ Yes ☐ No

N.A.

☐ This program was **not** implemented at the request of any outside organization.

13. Check one or more items which best describe the **source** of the **curriculum materials** used in this instructional program.

☒ Original or adapted by local staff

☒ Standard state curriculum guide

☒ Commercially prepared materials

☐ Borrowed from similar program

☐ Developed by special agency or association (specify) _____

☐ Other (specify) _____

14. Indicate the number of vocational teachers used for this program.

03

15. Indicate the number of teachers used for this program who fall into the following categories:

03 Regular employees of the USDB.

☐ Recruited temporarily from business, industry or some other agency

16. Does this instructional program have an **advisory committee**?

☐ Yes ☒ No

17. List the number of socio-economically **disadvantaged** persons among those **enrolled** in this instructional program.

ALL Number of disadvantaged
70

18. List the number of **handicapped** persons among those **enrolled** in this instructional program.

000 Number of handicapped

19. Give the estimated average **out-of-pocket costs** to students in this instructional program.

28 \$ 000 Transportation costs

\$ 000 Instructional costs

\$ 000 Total estimated cost
(include items not covered above and estimate to the nearest dollar)

20. Total Instructional Program Enrollment:

How many persons are **enrolled** in this instructional program?

	Males	Females
Preparatory	040 37	000 43
Supplementary	000 40	000 46

Individual Program Assessment Form

$\bar{X} = 2.83$

I. ORGANIZATION

Evaluation

- NA *1. All students are the legal enrollment age or over.
- NA *2. All students have ample health and accident insurance.
- 3 *3. Records showing scholastic, work experiences, attendance and achievements are continuously and consistently maintained.
- 1 *4. Follow-up records are kept up-to-date.
- 4 *5. The class size does not exceed the maximum number of work stations.
- NA *6. Sufficient records are kept on physical inventories.
- 5 7. There is a systematic plan to inspect, test, and maintain equipment in good operating condition.
- 1 8. There is an active crafts advisory committee. (But not for this area).
- 1 9. There is a system or safety committee to detect hazardous equipment or physical facilities. (Fume Problem - exhaust detection).
- 4 10. There are sufficient instructional and audiovisual aids available and a workable schedule which will insure their use.
- 3/4 11. Good working habits are practiced by the students and the instructor.
- 3 12. Scheduling permits the student to participate in school activities and to complete requirements for graduation.
- ✓ 13. Unit credits are given in accordance with the Program of Studies.

Items 1-5* under I. ORGANIZATION can have no graded response. They are points spelled out in the Law and State Plan. Item 6* has no graded response. This is required by the Division of Vocational Education, Trade & Industrial Education.

II. ADMINISTRATION AND SUPERVISION

$\bar{X} = 2.81$

Evaluation

- 1 1. Students are carefully screened before acceptance.
- 1 2. Adequate guidance and counseling is available.
- NA 3. There is a workable plan to encourage junior high school students to prepare themselves for future participation in trade preparatory programs.
- 5 4. A working file is kept on job opportunities to assist in placement of students.
- 1 5. Minimum standards for work experiences are established for each level of employment available to students.
- NA 6. Provisions are made for visitation to industry by both the instructor and students.
- 4 7. Provisions are made for craftsmen to visit with the class.
- 3 8. Provisions are made for graduates and craftsmen to make suggestions and program evaluations.
- 2 9. There is evidence that each student enrolled can benefit from the training.
- 3 10. Credits are allowed so that students can participate in school activities and obtain school requirements for graduation.
- 3 11. All prospective employers are fully aware of the principles and circumstances of placement.
- 3 12. The students' grades are determined from two sources, namely (1) skill development instruction and (2) related instruction.
- 4/3 13. There is a specified method for determining the grade for each marking period.
- 2 14. Time is scheduled for the instructor to maintain contact with prospective employers.
- NA 15. This Trade and Industrial Education Program is fee-free to the student. If otherwise, indicate fee.
- 5 16. The Administration understands and interprets the philosophy of vocational education as related to vocational offering in the prison.

To what extent does administration use the resources of the Division of Vocational Education in:

NA 17. Planning

NA 18. Projecting

NA 19. Evaluating

NA 20. The student is assisted in selecting his vocational courses on a sound career-planning basis by teachers and guidance counselors.

III. INSTRUCTIONAL ACTIVITIES

$\bar{X} = 3.25$

Evaluation

- 3 1. Sufficient time is allotted for technical related information.
- 3 2. Related information is taught according to a State-approved curriculum guide and job analysis.
- 5 3. There is sufficient correlation between related studies and shop experiences.
- 4 4. Each student is allowed to progress at his own rate.
- 4 5. Related information is taught to the group as a whole, according to a well-defined plan.
- 3 6. The student is sufficiently challenged to his greatest effort.
- 3 7. Each student has received or is receiving adequate individual instruction.
- 2 8. Each student maintains a record of his own progress. (Security problem)
- 4 9. The program prepares the students to locate, apply for, and be interviewed for employment.
- 1 10. The program has a cooperative, active, and interested advisory committee.
- 4 11. The program provides assistance in locating employment.
- 4 12. Activities are designed to develop desirable attitudes and appreciation concerning work and workmanship.
- 2 13. One of each three hours or 30% - 35% of the class time is devoted to related information.
- 4 14. Safety and safety attitudes are a part of each lesson and each operation.
- 1 15. Time for guidance and counseling is readily available to all students.
- NA 16. Provisions are made for parent-instructor discussions and home visitations.
- 5 17. Facilities, materials, and supplies are used to support the instructional program to the fullest extent.
- NA 18. The students of this program are active members of NC VICA.
- NA 19. Regularly scheduled meetings of NC VICA are held.
- NA 20. Chapter activities strengthen this instructional program through student participation.

IV. INSTRUCTIONAL STAFF

$\bar{X} = 4.57$

Evaluation

- 5 1. The instructor meets State certification requirements.
- 5 2. The instructor has a thorough knowledge of the prison education program and its problems together with an understanding of vocational education and its relation to general education.
- NA 3. The instructor cooperates in every respect and is loyal to the school and all of its parts.
- 4 4. The instructor has an intense interest in each student enrolled in the program and seeks to provide for each individual a meaningful related instructional and work experience program.
- 5 5. The instructor is enthusiastic about his program and is anxious to acquaint other people with it.
- NA 6. The instructor is interested and active in community activities.
- 5 7. The instructor shows versatility, originality, and initiative in compensating for or adding to instructional materials.
- 4 8. The instructor actively engages in giving individual attention to problems encountered by students in their study.
- NA 9. The instructor participates, advises, and leads his students in NC VICA activities.
- 4 10. Teachers without degrees are working toward self improvement through professional courses in Industrial Education (or other comparable courses).

V. PHYSICAL FACILITIES

$\bar{X} = 3.69$

Evaluation

- 4 1. An adequate classroom for related study is provided.
 - 4 2. The classroom library contains additional information and reference material in the form of supplementary texts, trade journals, pamphlets, magazines, etc. for occupations being taught.
 - 3 3. There is sufficient occupational information available to student related to those in which the student is receiving training.
 - 4 4. There is sufficient supply of text materials for each occupation represented, either in the classroom or available from the library.
 - 5 5. Sufficient funds are available for procuring and replacing reference materials and texts.
 - 5 6. Sufficient funds are available for procuring expendable materials and supplies.
 - 4 7. A continuing plan is in operation for replacing equipment as it becomes obsolete or ineffective.
 - 3 8. Classroom seating is conducive to effective individual and group instruction.
 - 2 9. An office or counseling room adjoining the classroom or laboratory is provided.
 - 3 10. Ample filing space is available for required reports, records, correspondence, and instructional materials.
 - 3 11. Ample chalkboard and bulleting board space is provided.
 - 5 12. Instructional aids and devices, such as charts, models, mock-ups, films, etc. are available.
 - 3 13. Provisions are made for adequate storage of such instructional aids.
 - ✓ 14. There is a typewriter available for use by the instructor.
 - ✓ 15. A telephone is available for the use of the instructor.
 - ✓ 16. Sanitary facilities are available for student use (restrooms, washrooms, and showers where needed).
 - NA 17. Adequate book shelf space is available.
 - NA 18. Adequate storage space is provided for students' notebooks, projects, and study materials.
 - NA 19. Adequate locker space is available for students' clothing, tools, and personal effects.
- General Safety Situation - (fumes, no exhaust)

VII. STUDENT APPLICATION OF TRAINING

$\bar{X} = 4.13$

Evaluation

- | | |
|----------------|---|
| <u>5</u> | 1. The students are developing the ability to analyze or diagnose problems encountered in the trade. |
| <u>4</u> | 2. The students have the ability and are developing skill in the use of technical handbooks, charts, and reference materials. |
| <u>4</u> | 3. The students can handle a cluster of closely related jobs. |
| <u>3</u> | 4. The students are learning to make decisions of an important nature concerning problems of the trade. |
| <u>5</u> | 5. The students are developing skills and competencies in the use of a variety of instruments, tools, and machine of the trade. |
| <u>4</u> | 6. The students are developing skill in the interpretation of plans and drawings. |
| <u>4</u> | 7. The students are capable of visualization of trade-related situations. |
| <u>-</u> | 8. The students are learning trade resourcefulness. |
| <u>4</u> | 9. The students are developing an understanding of cost and cost analysis. |
| <u>-</u> | 10. The students are learning to impart findings to others simply and accurately (both written and oral). |
| <u>4</u> | 11. The students are learning to work well with others. |
| <u>5</u> | 12. The students are learning to perform in a systematic manner. |
| <u>4</u> | 13. The students show interest in and determination to succeed at their trade. |
| <u>5</u> | 14. The students are learning the importance of safety and safe work habits. |
| <u>2</u> | 15. The students are learning codes and trade regulations applying to the trade. |
| <u>Unknown</u> | 16. The students are developing social maturity. |
| <u>5</u> | 17. The students are learning to follow directions. |
| <u>4</u> | 18. The students understand the need for and are showing the ability to take orders. |

UNIFIED
INDUSTRIAL
TEACHER EVALUATION
STATE OF NEW HAMPSHIRE

Teacher Mr. March/ Mr. Mayer
Screen Process Printing
Leavenworth, Kansas

This evaluation is being conducted in order to provide records for present and future inquiry. A copy of the completed form (H202) will be provided for the teacher being evaluated, the State Certification Division, and administrators that request such.

Date of Evaluation 12/8/76
Evaluator J. Luftig
Evaluator's position Consultant
Teacher evaluated while teaching subjects Screen Process Printing Operations
Time of day P.M./A.M.
Day of week Mon./Tues.

KEY to Evaluation Form H202

Example: NA P F S G E
 () (1) (2) (3) (4) (5)

NA - Not applicable P - Poor F - Fair S - Satisfactory
 G - Good E - Excellent

1. Evidence of Professional Preparation:

1.1 Manipulative skill - variety of teaching aids used	1	2	3	4	⑤
1.2 Knowledge of evaluation techniques	1	2	③	4	5
1.3 Practical experience in craftwork	1	2	3	4	⑤
1.4 Use of English	1	2	3	4	⑤
1.5 Objective plan usage	1	2	③	4	5
1.6 Performance objective usage	1	2	③	4	5
1.7 Ability to analyze and organize subject matter in objective format	1	2	③	4	5
1.8 Knowledge of related subject material	1	2	3	4	⑤
1.9 Extent of technical knowledge	1	2	3	4	⑤

Section 1 TOTAL 37

2. Personal Qualities:

2.1 Speech-voice-direction	1	2	3	④	5
2.2 Emotional stability, calmness, reserve	1	2	3	4	⑤
2.3 Reliability, sincerity	1	2	③	4	5
2.4 Amount of students interest generated	1	2	3	④	5
2.5 Loyalty to students	1	2	3	4	5
2.6 Student/teacher relations	1	2	3	④	5
2.7 General attitude toward student	1	2	3	4	⑤
2.8 General attitude toward job	1	2	3	4	⑤

Section 2 TOTAL 30

3. Teaching Techniques:

3.1 Arousing and maintaining interest	1	2	3	4	5
3.2 Clearness in presentation of material	1	2	3	4	5
3.3 Class organization/peer teaching	1	2	3	4	5
3.4 Class atmosphere - community interaction	1	2	3	4	5
3.5 Student participation in instruction	1	2	3	4	5
3.6 Student's feed back in planning	1	2	3	4	5
3.7 Skill in use of teaching aids	1	2	3	4	5
3.8 Amount of flexibility with objective plan	1	2	3	4	5
3.9 Integration of subject matter	1	2	3	4	5
3.10 Variety of instruction techniques	1	2	3	4	5
3.11 Testing for student responses	1	2	3	4	5

No opportunity to review lessons

Section 3 TOTAL _____

4. Managerial Ability:

4.1 Laboratory orderly/student participation	1	2	3	4	⑤
4.2 Student self-discipline	1	2	3	④	5
4.3 Student participation in management	1	2	③	4	5
4.4 Routing of work in laboratory	1	2	3	④	5
4.5 Variety of work being performed	1	2	3	④	5
4.6 General condition of equipment	1	2	3	④	5
4.7 Use of instructional exhibits/student exhibits	①	2	3	4	5
4.8 System of tool keeping	1	2	3	④	5
4.9 Supply system	1	2	3	④	5
4.10 Tool & supply availability/student access	1	2	3	④	5
4.11 Safety precautions (general)	1	2	③	4	5
4.12 Safety precautions (specific area)	1	2	③	4	5

Section 4 TOTAL 43

5. Additional clarification or remarks:

GRAND TOTAL 110

TAP = 3.93

TOTAL NA's 12

Total 40 items - 200 pts. possible.

Equalization formula

$$\frac{TP}{40 - TOT. NA} = TAP$$

TAP = Total average pts./100

TP = Total points

CLASS EVALUATION

Date 12/8/76

Department Screen Process Printing

Instructor Mr. March/ Mr. Mayer

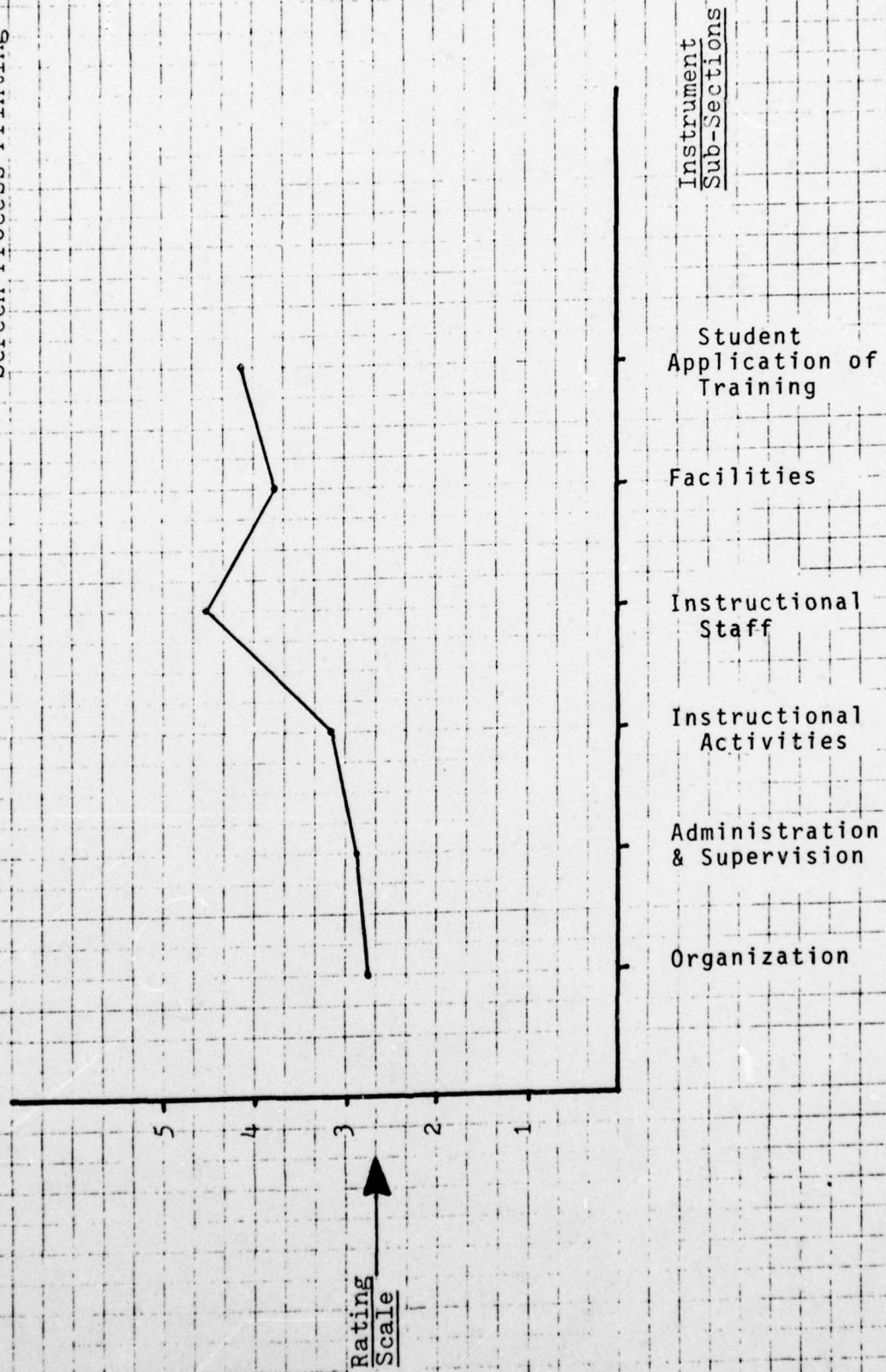
Learning Activities Screening of decals, airplane emblems,

(Type Jobs, Etc.) patches, etc.

	5	4	3	2	1	
	EXCELLENT	GOOD	SATISFACTORY	FAIR	POOR	
1. Preplanning		X				
2. Organization	X					
3. Teaching Guide			X			
4. Learner Preparation	X					
5. Instructor's Job Competence	X					
6. Class Participation						NA
7. Use of Visual Aids	X					
8. Control of Class		X				
9. Ease of Presentation						NA
10. Testing Procedure			X			
11. Class Attendance						NA
12. $\bar{X} = 4.25$						

COMMENTS: _____

FIGURE 3.1
PROGRAM ASSESSMENT PROFILE
Screen Process Printing



Major Observations and Recommendations

The Screen Process Printing program was found to be an extremely strong training program, as well as providing the total facility with a large portion of its revenue.

Figure 3.1 presents a profile generated from the Individual Program Assessment Form for this program. Sub-section mean values ranged from 2.83 (Organization) to 4.57 (Instructional Staff). The mean value for the six sub-section means was found to be 3.55.

The TAP value for the Teacher Evaluation form was 3.93; the Class Evaluation mean was 4.25.

Commendable aspects of this program included the degree of correlation between related studies and shop work-related activities, the equipment and audio-visual materials in the facility, the dedication, enthusiasm, and qualifications of the instructional/supervisory staff, and the appropriateness of the job skills and competencies being acquired by the students. Samples of the products reviewed (Appendix B) were found to be of a very high quality.

Specific recommendations related to this program include the following points.

- (R11) A complete fume exhaust system must be installed in the Screen Process Printing facility. Currently, the health and general welfare of both supervisors and students are threatened due to the heavy fumes present in the work area.

- (R12) Paints, thinners, and rags used with these materials should be stored in non-combustible containers/cabinets; clean-up procedures should be tightened in the paint mixing room.
- (R13) More time should be allocated for related vocational guidance and counseling activities.

Production Potential for Vocational Program Products

This program undoubtedly has the greatest potential for contributing to the institutional financial resources than any other single program reviewed. Without having completed an in-depth production analysis, it would still be conservative to estimate that the present facility could double or triple its current production level. This assertion is based upon the following premises.

- (a) The industry currently possesses a number of pieces of automatic equipment for screen printing. While this observer was reviewing the program, in fact, the supervisory staff was in the process of disconnecting and removing an automatic feed screen printer. Ostensibly, this was being done due to the "low training value" of the machine. Additionally, there was no evidence that the other production equipment of this type was being employed in a day-to-day effort. Were the current production screen printing equipment to be used to its full capacity, the production output would most certainly have to increase. If a full production component were to be established here, a small amount of additional equipment of this nature should probably be purchased.
- (b) While discussing the industry work load with members of the training staff, individual supervisors indicated that they could produce more than they were presently producing, and that there were work requests which were within the facility's capabilities, but which were being rejected. Given a greater production emphasis, this work could easily be added to the current schedule.

- (c) In terms of manpower assignments, the facility generally did not seem to be staffed to full capacity, and it was noted that overmanning existed in conjunction with a number of task assignments.
- (d) As was previously recommended (R8), retaining fully trained personnel regardless of 'A' custody assignment would raise the production potential of the facility, since the most thoroughly trained workers would be retained by the industry.
- (e) Were the establishment of a full production component to be attempted, the supervisory staff would be able to dichotomize the work force into strict training and working components. Those inmates new to the facility could receive full vocational training, generally separate from the production component (with the possible exception of short-run 'special' jobs). After completing training, those workers would serve as the manpower core of the production component. As compared to the present 'mix' system of learners and workers operating together, this dual system would most certainly increase production quantity, and probably quality.
- (f) If, as previously suggested (R9), the training supervisor were able to participate in the classification process, there ultimately would probably be a lower attrition rate among inmates entering the facility. This would subsequently enhance training and production levels of the facility, since fewer trained personnel would be lost.

Additionally, there is a substantial market potential for this program's products in terms of university/college silkscreened mugs, dishes, glasses, 'tee' shirts, etc. With a small amount of additional equipment required, this market can be successfully served.

With careful thought given to manpower assignments in terms of rotational task responsibilities, an increased production level and product diversification effort could enhance the vocational

training value of the program, while bringing a much larger amount of revenue into the facility.

3.2 CABINETMAKING

SPECIFIC PROGRAM INFORMATION DATA
FOR ADULT INSTRUCTIONAL PROGRAMS
 4
 school code

 Date
 month day year
School Name U.S. Disciplinary Barracks - LeavenworthPerson Completing This Form J. Luftig

NOTE: If this training is not conducted in a regular school situation, use the space above to list the special program/
project title and the sponsoring agency/association.

Instructional Program Title Cabinetmaking (Furniture Refinishing and Repair)

(What do you call this program?)

Vocational Program Area Trades and Industry (T & I)

(T and I, Agriculture, Home Ec., etc.)

 Vocational Program Code
1. What is the **purpose** of this training?

(check one only)

☒ Preparatory (initial or entry level) training☐ Supplementary (upgrading or in-service) training☐ Other (combination of the above—specify)2. Is this instructional program **primarily** designed to serve persons with **special needs**?☒ Yes ☐ No

if yes, check type(s)

☐ Handicapped☒ Disadvantaged☐ Other (specify) _____3. Is this instructional program offered on a **regular** on-going basis?☒ Yes ☐ No4. Is this instructional program offered on a **temporary** basis to fulfill an immediate need or request?☐ Yes ☒ No

5. Is this an MDTA training program?

☐ Yes ☒ No

6. Is this an apprentice training program?

☐ Yes ☒ No

7. When is this instructional program offered?

☒ Day only☐ Night only☐ Both day and night

8. If this program is offered on a continuing basis it is taught:

(check one only)

☒ Using instructional modules permitting students to progress at their own pace☐ Quarterly☐ Each semester☐ Each trimester☐ Once each year☐ Other (specify) _____☐ This program is **not** offered on a continuing basis9. What is the **duration** of time, in weeks, required for a student to complete this instructional program? Number of weeks

40

10. How many **clock hours** of classroom instruction or training are required for a student to complete this instructional program? Clock hours

11. Which of these **organizations** requested this instructional program? (check one or more)

- ☐ Vocational Rehabilitation
☐ Welfare Department
☐ Business and Industry
☐ Union or Employee Group
☐ Interest Group for Disadvantaged
☐ Other (specify) _____

☒ This program was **not** implemented at the request of any outside organization.

12. Did the **organization** requesting this instructional program **provide** financial support, instructional materials or other contributions?

☐ Yes ☐ No

☒ This program was **not** implemented at the request of any outside organization.

13. Check *one or more* items which best describe the **source** of the **curriculum materials** used in this instructional program.

☒ Original or adapted by local staff

☒ Standard state curriculum guide

☒ Commercially prepared materials

☐ Borrowed from similar program

☐ Developed by special agency or association (specify) _____

☐ Other (specify) _____

14. Indicate the number of vocational teachers used for this program.

15. Indicate the number of teachers used for this program who fall into the following categories:

Regular employees of the school

Recruited temporarily from business, industry or some other agency

16. Does this instructional program have an **advisory committee**?

☐ Yes ☒ No

17. List the number of socio-economically **disadvantaged** persons among those **enrolled** in this instructional program.

Number of disadvantaged
70

18. List the number of **handicapped** persons among those **enrolled** in this instructional program.

Number of handicapped

19. Give the estimated average **out-of-pocket costs** to students in this instructional program.

28 \$ Transportation costs

\$ Instructional costs

\$ Total estimated cost
(include items not covered above and estimate to the nearest dollar)

20. **Total Instructional Program Enrollment:**

How many persons are **enrolled** in this instructional program?

	Males	Females
Preparatory	<input type="text" value="018"/> 37	<input type="text" value="000"/> 43
Supplementary	<input type="text" value="000"/> 40	<input type="text" value="000"/> 46

Individual Program Assessment Form

$\bar{X} = 3.00$

I. ORGANIZATION

Evaluation

- NA *1. All students are the legal enrollment age or over.
- NA *2. All students have ample health and accident insurance.
- 3 *3. Records showing scholastic, work experiences, attendance and achievements are continuously and consistently maintained.
- 1 *4. Follow-up records are kept up-to-date.
- 4 *5. The class size does not exceed the maximum number of work stations.
- NA *6. Sufficient records are kept on physical inventories.
- 4 7. There is a systematic plan to inspect, test, and maintain equipment in good operating condition.
- 1 8. There is an active crafts advisory committee.
- 3 9. There is a system or safety committee to detect hazardous equipment or physical facilities.
- 4 10. There are sufficient instructional and audiovisual aids available and a workable schedule which will insure their use.
- 4 11. Good working habits are practiced by the students and the instructor.
- 3 12. Scheduling permits the student to participate in school activities and to complete requirements for graduation.
- 3 13. Unit credits are given in accordance with the Program of Studies.

Items 1-5* under I. ORGANIZATION can have no graded response. They are points spelled out in the Law and State Plan. Item 6* has no graded response. This is required by the Division of Vocational Education, Trade & Industrial Education.

II. ADMINISTRATION AND SUPERVISION

$\bar{X} = 2.50$

Evaluation

- 1 1. Students are carefully screened before acceptance.
- 1 2. Adequate guidance and counseling is available.
- NA 3. There is a workable plan to encourage junior high school students to prepare themselves for future participation in trade preparatory programs.
- 4 4. A working file is kept on job opportunities to assist in placement of students.
- NA 5. Minimum standards for work experiences are established for each level of employment available to students.
- NA 6. Provisions are made for visitation to industry by both the instructor and students.
- 1 7. Provisions are made for craftsmen to visit with the class.
- 1 8. Provisions are made for graduates and craftsmen to make suggestions and program evaluations.
- 3 9. There is evidence that each student enrolled can benefit from the training.
- 3 10. Credits are allowed so that students can participate in school activities and obtain school requirements for graduation.
- 3 11. All prospective employers are fully aware of the principles and circumstances of placement.
- 3 12. The students' grades are determined from two sources, namely (1) skill development instruction and (2) related instruction.
- 4 13. There is a specified method for determining the grade for each marking period.
- 2 14. Time is scheduled for the instructor to maintain contact with prospective employers.
- NA 15. This Trade and Industrial Education Program is fee-free to the student. If otherwise, indicate fee.
- 4 16. The Administration understands and interprets the philosophy of vocational education as related to vocational offering in the USDB.

To what extent does administration use the resources of the Division of Vocational Education in:

NA 17. Planning

NA 18. Projecting

NA 19. Evaluating

NA 20. The student is assisted in selecting his vocational courses on a sound career-planning basis by teachers and guidance counselors.

III. INSTRUCTIONAL ACTIVITIES

$\bar{X} = 3.41$

Evaluation

- 3 1. Sufficient time is allotted for technical related information.
- 5 2. Related information is taught according to a State-approved curriculum guide and job analysis.
- 4 3. There is sufficient correlation between related studies and shop experiences.
- 3/4 4. Each student is allowed to progress at his own rate.
- 5 5. Related information is taught to the group as a whole, according to a well-defined plan.
- 4 6. The student is sufficiently challenged to his greatest effort.
- 3 7. Each student has received or is receiving adequate individual instruction.
- 1 8. Each student maintains a record of his own progress.
- 3 9. The program prepares the students to locate, apply for, and be interviewed for employment.
- 1 10. The program has a cooperative, active, and interested advisory committee.
- 5 11. The program provides assistance in locating employment.
- 5 12. Activities are designed to develop desirable attitudes and appreciation concerning work and workmanship.
- 2 13. One of each three hours or 30% - 35% of the class time is devoted to related information.
- 4 14. Safety and safety attitudes are a part of each lesson and each operation.
- 1 15. Time for guidance and counseling is readily available to all students.
- NA 16. Provisions are made for parent-instructor discussions and home visitations.
- 5 17. Facilities, materials, and supplies are used to support the instructional program to the fullest extent.
- NA 18. The students of this program are active members of NC VICA.
- NA 19. Regularly scheduled meetings of NC VICA are held.
- NA 20. Chapter activities strengthen this instructional program through student participation.

IV. INSTRUCTIONAL STAFF

$\bar{X} = 4.83$

Evaluation

- | | | |
|----------------------------------|-----|---|
| <u>5</u> | 1. | The instructor meets State certification requirements. |
| <u>5</u> | 2. | The instructor has a thorough knowledge of the school education program and its problems together with an understanding of vocational education and its relation to general education. |
| <u>-</u> | 3. | The instructor cooperates in every respect and is loyal to the school and all of its parts. |
| <u>4</u> | 4. | The instructor has an intense interest in each student enrolled in the program and seeks to provide for each individual a meaningful related instructional and work experience program. |
| <u>5</u> | 5. | The instructor is enthusiastic about his program and is anxious to acquaint other people with it. |
| <u>NA</u> | 6. | The instructor is interested and active in community activities. |
| <u>5</u> | 7. | The instructor shows versatility, originality, and initiative in compensating for or adding to instructional materials. |
| <u>Not Enough</u>
<u>Obs.</u> | 8. | The instructor actively engages in giving individual attention to problems encountered by students in their study. |
| <u>NA</u> | 9. | The instructor participates, advises, and leads his students in NC VICA activities. |
| <u>5</u> | 10. | Teachers without degrees are working toward self improvement through professional courses in Industrial Education (or other comparable courses). & other professional areas. |

V. PHYSICAL FACILITIES

$\bar{X} = 3.50$

Evaluation

- 2 1. An adequate classroom for related study is provided.
- 4 2. The classroom library contains additional information and reference material in the form of supplementary texts, trade journals, pamphlets, magazines, etc. for occupations being taught.
- 4 3. There is sufficient occupational information available to student related to those in which the student is receiving training.
- 4 4. There is sufficient supply of text materials for each occupation represented, either in the classroom or available from the library.
- 5 5. Sufficient funds are available for procuring and replacing reference materials and texts.
- 5 6. Sufficient funds are available for procuring expendable materials and supplies.
- 4 7. A continuing plan is in operation for replacing equipment as it becomes obsolete or ineffective.
- 2 8. Classroom seating is conducive to effective individual and group instruction.
- 2 9. An office or counseling room adjoining the classroom or laboratory is provided.
- 3 10. Ample filing space is available for required reports, records, correspondence, and instructional materials.
- 2 11. Ample chalkboard and bulleting board space is provided.
- 4 12. Instructional aids and devices, such as charts, models, mock-ups, films, etc. are available.
- 5 13. Provisions are made for adequate storage of such instructional aids.
- ✓ 14. There is a typewriter available for use by the instructor.
- ✓ 15. A telephone is available for the use of the instructor.
- ✓ 16. Sanitary facilities are available for student use (restrooms, washrooms, and showers where needed).
- 3 17. Adequate book shelf space is available.
- NA 18. Adequate storage space is provided for students' notebooks, projects, and study materials.
- NA 19. Adequate locker space is available for students' clothing, tools, and personal effects.

VII. STUDENT APPLICATION OF TRAINING

$\bar{X} = 3.56$

Evaluation

- 4 1. The students are developing the ability to analyze or diagnose problems encountered in the trade.
- 4 2. The students have the ability and are developing skill in the use of technical handbooks, charts, and reference materials.
- 3 3. The students can handle a cluster of closely related jobs.
- 3 4. The students are learning to make decisions of an important nature concerning problems of the trade.
- 5 5. The students are developing skills and competencies in the use of a variety of instruments, tools, and machine of the trade.
- 5 6. The students are developing skill in the interpretation of plans and drawings. In many cases, they develop their own plans from an explorative of need.
- 4 7. The students are capable of visualization of trade-related situations.
- 4 8. The students are learning trade resourcefulness.
- 2 9. The students are developing an understanding of cost and cost analysis.
- 3 10. The students are learning to impart findings to others simply and accurately (both written and oral).
- 3 11. The students are learning to work well with others.
- 4 12. The students are learning to perform in a systematic manner.
- 4 13. The students show interest in and determination to succeed at their trade.
- 3 14. The students are learning the importance of safety and safe work habits.
- 1 15. The students are learning codes and trade regulations applying to the trade.
- 4 16. The students are developing social maturity.
- 4 17. The students are learning to follow directions.
- 4 18. The students understand the need for and are showing the ability to take orders.

UNIFIED
INDUSTRIAL
TEACHER EVALUATION
STATE OF NEW HAMPSHIRE

Teacher Mr. C. SmithUSDB - LeavenworthCabinetmaking

This evaluation is being conducted in order to provide records for present and future inquiry. A copy of the completed form (H202) will be provided for the teacher being evaluated, the State Certification Division, and administrators that request such.

Date of Evaluation 12/7/76Evaluator J. LuftigEvaluator's position Research ConsultantTeacher evaluated while teaching subjects Mr. C. SmithTime of day A.M.Day of week TuesdayKEY to Evaluation Form H202

Example: NA P F S G E
() (1) (2) (3) (4) (5)

NA - Not applicable P - Poor F - Fair S - Satisfactory
G - Good E - Excellent

1. Evidence of Professional Preparation:

1.1 Manipulative skill - variety of teaching aids used	1	2	3	4	(5)
1.2 Knowledge of evaluation techniques	1	2	(3)	4	5
1.3 Practical experience in craftwork	1	2	3	4	(5)
1.4 Use of English	1	2	3	4	(5)
1.5 Objective plan usage	1	2	3	4	(5)
1.6 Performance objective usage	1	2	3	4	(5)
1.7 Ability to analyze and organize subject matter in objective formate	1	2	3	4	(5)
1.8 Knowledge of related subject material	1	2	3	4	(5)
1.9 Extent of technical knowledge	1	2	3	4	(5)

Section 1 TOTAL 432. Personal Qualities:

2.1 Speech-voice-direction	1	2	3	(4)	5
2.2 Emotional stability, calmness, reserve	1	2	3	(4)	5
2.3 Reliability, sincerity	1	2	3	(4)	5
2.4 Amount of students interest generated	1	2	3	(4)	5
2.5 Loyalty to students	1	2	3	4	5 - Unknown
2.6 Student/teacher relations	1	2	(3)	(4)	5
2.7 General attitude toward student	1	2	3	(4)	5
2.8 General attitude toward job	1	2	3	4	(5)

Section 2 TOTAL 28.5

2.

3. Teaching Techniques:

3.1 Arousing and maintaining interest	1	2	3	4	5	} No lessons observed.
3.2 Clearness in presentation of material	1	2	3	4	5	
3.3 Class organization/peer teaching	1	2	3	4	5	
3.4 Class atmosphere - community interaction	1	2	3	4	5	
3.5 Student participation in instruction	1	2	3	4	5	
3.6 Student's feed back in planning	1	2	3	4	5	
3.7 Skill in use of teaching aids	1	2	3	4	5	
3.8 Amount of flexibility with objective plan	1	2	3	4	5	
3.9 Integration of subject matter	1	2	3	4	5	
3.10 Variety of instruction techniques	1	2	3	4	5	
3.11 Testing for student responses	1	2	3	4	5	

Section 3 TOTAL _____

4. Managerial Ability:

4.1 Laboratory orderly/student participation	1	2	3	④	5	} Add Assessments
4.2 Student self-discipline	1	2	③	4	5	
4.3 Student participation in management	1	2	3	4	5	
4.4 Routing of work in laboratory	1	2	③	4	5	
4.5 Variety of work being performed	1	②	3	4	5	
4.6 General condition of equipment	1	2	3	4	⑤	
4.7 Use of instructional exhibits/student exhibits	1	2	3	4	5	
4.8 System of tool keeping	1	2	3	4	⑤*	
4.9 Supply system	1	2	3	④	5	
4.10 Tool & supply availability/student access	1	2	3	4	⑤	
4.11 Safety precautions (general)	1	2	3	4	⑤	
4.12 Safety precautions (specific area)	1	2	3	4	⑤	

Section 4 TOTAL 41

5. Additional clarification or remarks: GRAND TOTAL 112.5

TAP = 4.33

TOTAL NA's 14

Total 40 items - 200 pts. possible.

Equalization formula

TP

40 - TOT.NA = TAP

TAP = Total average pts./100

TP = Total points

CLASS EVALUATION

Date December 7, 1976

Department Cabinetmaking

Instructor Mr. C. Smith

Learning Activities Furniture Construction, refinishing, etc.

(Type Jobs, Etc.) _____

	5	4	3	2	1	
	EXCELLENT	GOOD	SATISFACTORY	FAIR	POOR	
1. Preplanning	X					
2. Organization	X					
3. Teaching Guide	X					
4. Learner Preparation		X				
5. Instructor's Job Competence	X					
6. Class Participation						N.A.
7. Use of Visual Aids	X	X				
8. Control of Class	X					
9. Ease of Presentation						N.A.
10. Testing Procedure				X		
11. Class Attendance						N.A.
12. $\bar{X} = 4.44$						

COMMENTS: _____

Major Observations and Recommendations

The Cabinetmaking program was found to be a fairly strong training program, as well as providing a much-demanded service among local staff and personnel.

Figure 3.2 presents the profile generated from the Individual Program Assessment Form for this program. Sub-section mean values ranged from 2.50 (Administration and Supervision) to 4.83 (Instructional Staff). The mean value for the six sub-section means was found to be 3.47.

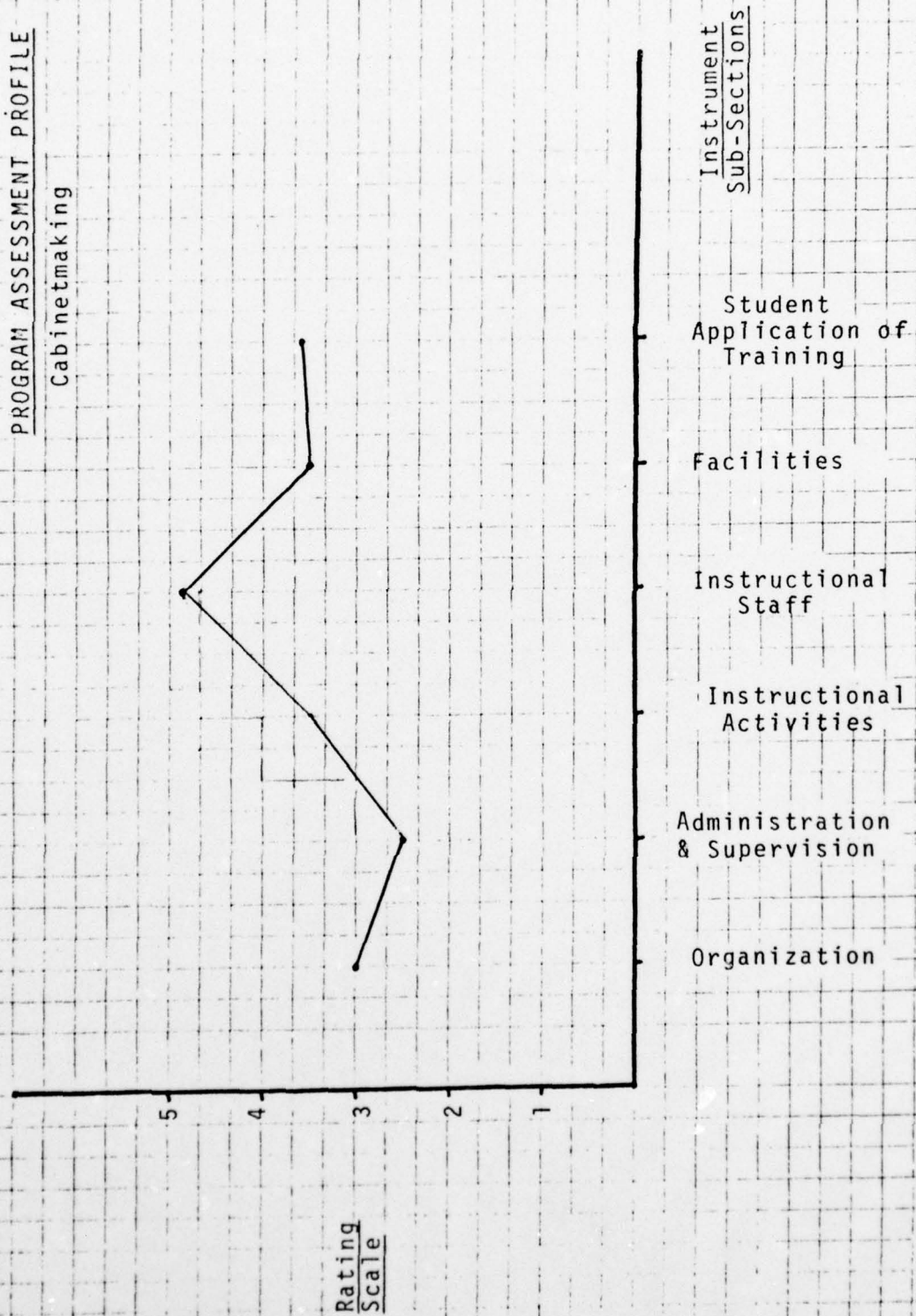
The TAP value for the Teacher Evaluation form was 4.33; the Class Evaluation mean was 4.44.

Commendable aspects of this program included the equipment and facilities in general, the use of audio-visual and instructional aids utilized, the enthusiasm and dedication of the instructor, and the system of allowing students to generate plans for furniture they are to construct.

Specific recommendations related to this program include the following points:

- (R14) The present exhaust system in the finishing area is felt to be inadequate, and should be upgraded.
- (R15) More time should be devoted to cabinetmaking, with less time spent on refinishing activities. The entire course of study should be increased to 36 weeks.

Figure 3.2
PROGRAM ASSESSMENT PROFILE
Cabinetmaking



- (R16) Training in mass production activities should be introduced into the current program (as opposed to the present emphasis on job-lot activities).
- (R17) New processes in woods technology (e.g. Poly-Ethelene Glycol treatment; steaming, bending, and laminating) should be introduced into the program.

Production Potential for Vocational Program Products

The earning potential of the Cabinetmaking program, as it is currently run, is slight. Given certain modifications, however, the revenue potential would be markedly improved. Aspects of the program related to this issue are as follows.

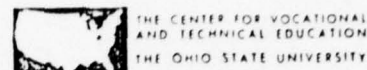
- (a) The current work effort revolves primarily around two areas: refinishing (stripping, sanding, finishing, etc.) and individual piece (custom) production. Little, if any, work is done related to the mass production of furniture. Additionally, no jigs, fixtures, or templates are produced in conjunction with those pieces of furniture produced in job lot fashion; thus preventing the future replication of the furniture in demand.
- (b) There appears to be no interdisciplinary production effort between the cabinetmaking and upholstery programs, which essentially prevents the Cabinet-making work crew from producing furniture which would have to be upholstered.
- (c) The cabinetmaking program currently possesses enough heavy-duty production equipment (e.g. large automatic belt sander, change-up table, etc.) to engage in mass production efforts.
- (d) No market currently exists for mass-produced wood furniture or related products from this program.

Given these parameters, the following program change would probably be essential for transition to a full production oriented training status:

- (a) A number of furniture and wood product prototypes would have to be developed/explored in an effort to initiate a product 'line' and market demand.
- (b) Given this effort was successful, jigs, fixtures and templates would be guaranteed to produce the products in question. (It is important to note that the products would not necessarily have to be furniture, per se). Production routing sheets, flow charts, and manpower assignments would then be developed for the total work force. The end result of the effort would be order reactive or proactive production runs in the facility. Individual work experiences would still be available to the work through prototype production efforts.
- (c) Finally, cooperative efforts between the Cabinetmaking and Upholstery programs would be extremely desirable. (R5) in terms of expanded product line.

Even with all of these changes, it should be noted that the earning potential of this program is slight compared to the Screen Process Printing program. This is due primarily to the differences in product market potential and facility size.

3.3 AUTOMOTIVE MECHANICS



SPECIFIC PROGRAM INFORMATION DATA FOR ADULT INSTRUCTIONAL PROGRAMS

 4
school code

 Date
month day year

 School Name U.S.D.B.

 School District Leavenworth, Kansas

 Person Completing This Form J. Luftig

 NOTE: If this training is not conducted in a regular school situation, use the space above to list the special program/
 project title and the sponsoring agency/association.

 Instructional Program Title Auto Mechanics
(What do you call this program?)

 Vocational Program Area T & I
(T and I, Agriculture, Home Ec., etc.)

Vocational Program Code

1. What is the purpose of this training?

(check one only)

 0 ☒ Preparatory (initial or entry level) training

 1 ☐ Supplementary (upgrading or in-service) training

 2 ☐ Other (combination of the above—specify)

2. Is this instructional program primarily designed to serve persons with special needs?

☒ Yes ☐ No

if yes, check type(s)
☐ Handicapped

☒ Disadvantaged

☐ Other (specify)

3. Is this instructional program offered on a regular on-going basis?

☒ Yes ☐ No

4. Is this instructional program offered on a temporary basis to fulfill an immediate need or request?

☐ Yes ☒ No

5. Is this an MDTA training program?

☐ Yes ☒ No

6. Is this an apprentice training program?

☐ Yes ☒ No

7. When is this instructional program offered?

☒ Day only

☐ Night only

☐ Both day and night

8. If this program is offered on a continuing basis it is taught:

(check one only)

 1 ☒ Using instructional modules permitting students to progress at their own pace

 2 ☐ Quarterly

 3 ☐ Each semester

 4 ☐ Each trimester

 5 ☐ Once each year

 6 ☐ Other (specify)

 7 ☒ This program is not offered on a continuing basis

9. What is the duration of time, in weeks, required for a student to complete this instructional program?

40 Number of weeks

10. How many clock hours of classroom instruction or training are required for a student to complete this instructional program?

 Clock hours + (Minimum 4 hours)

11. Which of these **organizations** requested this instructional program? (check one or more)

- ☐ Vocational Rehabilitation
☐ Welfare Department
☐ Business and Industry
☐ Union or Employee Group
☐ Interest Group for Disadvantaged
☐ Other (specify) _____

☒ This program was **not** implemented at the request of any outside organization.

12. Did the **organization** requesting this instructional program **provide** financial support, instructional materials or other contributions?

☐ Yes ☐ No

☒ This program was **not** implemented at the request of any outside organization.

13. Check one or more items which best describe the **source** of the **curriculum materials** used in this instructional program.

- ☒ Original or adapted by local staff
☐ Standard state curriculum guide
☐ Commercially prepared materials
☐ Borrowed from similar program
☐ Developed by special agency or association (specify) _____

☐ Other (specify) _____

14. Indicate the number of vocational teachers used for this program.

15. Indicate the number of teachers used for this program who fall into the following categories:

- Regular employees of the school
☐ Recruited temporarily from business, industry or some other agency

16. Does this instructional program have an **advisory committee**?

☐ Yes ☒ No

17. List the number of socio-economically **disadvantaged** persons among those **enrolled** in this instructional program.

Number of disadvantaged
70

18. List the number of **handicapped** persons among those **enrolled** in this instructional program.

Number of handicapped

19. Give the estimated average **out-of-pocket costs** to students in this instructional program.

28 \$ Transportation costs

\$ Instructional costs

\$ Total estimated cost
 (include items not covered above and estimate to the nearest dollar)

20. Total Instructional Program Enrollment:

How many persons are **enrolled** in this instructional program?

	Males	Females
Preparatory	<input type="text" value="0"/> <input type="text" value="1"/> <input type="text" value="0"/> 37	<input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> 43
Supplementary	<input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> 40	<input type="text" value=""/> <input type="text" value=""/> <input type="text" value=""/> 46

Individual Program Assessment Form

$\bar{X} = 3.88$

I. ORGANIZATION

Evaluation

- NA *1. All students are the legal enrollment age or over.
- NA *2. All students have ample health and accident insurance.
- 5 *3. Records showing scholastic, work experiences, attendance and achievements are continuously and consistently maintained.
- 1 *4. Follow-up records are kept up-to-date.
- 4 *5. The class size does not exceed the maximum number of work stations.
- NA *6. Sufficient records are kept on physical inventories.
- 4 7. There is a systematic plan to inspect, test, and maintain equipment in good operating condition.
- 1 8. There is an active crafts advisory committee.
- 5 9. There is a system or safety committee to detect hazardous equipment or physical facilities.
- 5+ 10. There are sufficient instructional and audiovisual aids available and a workable schedule which will insure their use.
- 5 11. Good working habits are practiced by the students and the instructor.
- 5 12. Scheduling permits the student to participate in school activities and to complete requirements for graduation.
- ✓ 13. Unit credits are given in accordance with the Program of Studies.

Items 1-5* under I. ORGANIZATION can have no graded response. They are points spelled out in the Law and State Plan. Item 6* has no graded response. This is required by the Division of Vocational Education, Trade & Industrial Education.

II. ADMINISTRATION AND SUPERVISION

$\bar{X} = 3.13$

Evaluation

- | | |
|------------|--|
| <u>1</u> | 1. Students are carefully screened before acceptance. |
| <u>1</u> | 2. Adequate guidance and counseling is available. |
| <u>NA</u> | 3. There is a workable plan to encourage junior high school students to prepare themselves for future participation in trade preparatory programs. |
| <u>5</u> | 4. A working file is kept on job opportunities to assist in placement of students. |
| <u>3</u> | 5. Minimum standards for work experiences are established for each level of employment available to students. |
| <u>NA</u> | 6. Provisions are made for visitation to industry by both the instructor and students. |
| <u>3</u> | 7. Provisions are made for craftsmen to visit with the class. |
| <u>2</u> | 8. Provisions are made for graduates and craftsmen to make suggestions and program evaluations. |
| <u>4/5</u> | 9. There is evidence that each student enrolled can benefit from the training. |
| <u>4</u> | 10. Credits are allowed so that students can participate in school activities and obtain school requirements for graduation. |
| <u>5</u> | 11. All prospective employers are fully aware of the principles and circumstances of placement. |
| <u>4</u> | 12. The students' grades are determined from two sources, namely (1) skill development instruction and (2) related instruction. |
| <u>4</u> | 13. There is a specified method for determining the grade for each marking period. |
| <u>1</u> | 14. Time is scheduled for the instructor to maintain contact with prospective employers. |
| <u>NA</u> | 15. This Trade and Industrial Education Program is fee-free to the student. If otherwise, indicate fee. |
| <u>NA</u> | 16. The Administration understands and interprets the philosophy of vocational education as related to vocational offering in the prison. |
| | To what extent does administration use the resources of the Division of Vocational Education in: |
| <u>NA</u> | 17. Planning |

NA 18. Projecting

NA 19. Evaluating

NA 20. The student is assisted in selecting his vocational courses on a sound career-planning basis by teachers and guidance counselors.

III. INSTRUCTIONAL ACTIVITIES

$\bar{X} = 3.91$

Evaluation

- | | |
|------------|--|
| <u>4/5</u> | 1. Sufficient time is allotted for technical related information. |
| <u>3</u> | 2. Related information is taught according to a State-approved curriculum guide and job analysis. |
| <u>5</u> | 3. There is sufficient correlation between related studies and shop experiences. |
| <u>5</u> | 4. Each student is allowed to progress at his own rate. |
| <u>4</u> | 5. Related information is taught to the group as a whole, according to a well-defined plan. |
| <u>4</u> | 6. The student is sufficiently challenged to his greatest effort. |
| <u>4</u> | 7. Each student has received or is receiving adequate individual instruction. |
| <u>4</u> | 8. Each student maintains a record of his own progress. |
| <u>5</u> | 9. The program prepares the students to locate, apply for, and be interviewed for employment. |
| <u>1/2</u> | 10. The program has a cooperative, active, and interested advisory committee. |
| <u>5</u> | 11. The program provides assistance in locating employment. |
| <u>4</u> | 12. Activities are designed to develop desirable attitudes and appreciation concerning work and workmanship. |
| <u>4/5</u> | 13. One of each three hours or 30% - 35% of the class time is devoted to related information. |
| <u>3</u> | 14. Safety and safety attitudes are a part of each lesson and each operation. |
| <u>1</u> | 15. Time for guidance and counseling is readily available to all students. |
| <u>NA</u> | 16. Provisions are made for parent-instructor discussions and home visitations. |
| <u>5</u> | 17. Facilities, materials, and supplies are used to support the instructional program to the fullest extent. |
| <u>NA</u> | 18. The students of this program are active members of NC VICA. |
| <u>NA</u> | 19. Regularly scheduled meetings of NC VICA are held. |
| <u>NA</u> | 20. Chapter activities strengthen this instructional program through student participation. |

IV. INSTRUCTIONAL STAFF

$\bar{X} = 4.57$

Evaluation

- | | | |
|-----------|-----|---|
| <u>5</u> | 1. | The instructor meets State certification requirements. |
| <u>5</u> | 2. | The instructor has a thorough knowledge of the school education program and its problems together with an understanding of vocational education and its relation to general education. |
| <u>-</u> | 3. | The instructor cooperates in every respect and is loyal to the school and all of its parts. |
| <u>4</u> | 4. | The instructor has an intense interest in each student enrolled in the program and seeks to provide for each individual a meaningful related instructional and work experience program. |
| <u>5</u> | 5. | The instructor is enthusiastic about his program and is anxious to acquaint other people with it. |
| <u>NA</u> | 6. | The instructor is interested and active in community activities. |
| <u>4</u> | 7. | The instructor shows versatility, originality, and initiative in compensating for or adding to instructional materials. |
| <u>4</u> | 8. | The instructor actively engages in giving individual attention to problems encountered by students in their study. |
| <u>NA</u> | 9. | The instructor participates, advises, and leads his students in NC VICA activities. |
| <u>5</u> | 10. | Teachers without degrees are working toward self improvement through professional courses in Industrial Education (or other comparable courses). |

V. PHYSICAL FACILITIES

$\bar{X} = 3.93$

Evaluation

- | | |
|-------------|--|
| <u>4</u> | 1. An adequate classroom for related study is provided. |
| <u>4</u> | 2. The classroom library contains additional information and reference material in the form of supplementary texts, trade journals, pamphlets, magazines, etc. for occupations being taught. |
| <u>4</u> | 3. There is sufficient occupational information available to student related to those in which the student is receiving training. |
| <u>4</u> | 4. There is sufficient supply of text materials for each occupation represented, either in the classroom or available from the library. |
| <u>4</u> | 5. Sufficient funds are available for procuring and replacing reference materials and texts. |
| <u>4</u> | 6. Sufficient funds are available for procuring expendable materials and supplies. |
| <u>3/4</u> | 7. A continuing plan is in operation for replacing equipment as it becomes obsolete or ineffective. |
| <u>4</u> | 8. Classroom seating is conducive to effective individual and group instruction. |
| <u>4</u> | 9. An office or counseling room adjoining the classroom or laboratory is provided. |
| <u>3/4</u> | 10. Ample filing space is available for required reports, records, correspondence, and instructional materials. |
| <u>3</u> | 11. Ample chalkboard and bulleting board space is provided. |
| <u>5+</u> | 12. Instructional aids and devices, such as charts, models, mock-ups, films, etc. are available. |
| <u>5</u> | 13. Provisions are made for adequate storage of such instructional aids. |
| <u> </u> | 14. There is a typewriter available for use by the instructor. |
| <u> </u> | 15. A telephone is available for the use of the instructor. |
| <u> </u> | 16. Sanitary facilities are available for student use (restrooms, washrooms, and showers where needed). |
| <u>3</u> | 17. Adequate book shelf space is available. |
| <u>NA</u> | 18. Adequate storage space is provided for students' notebooks, projects, and study materials. |
| <u>NA</u> | 19. Adequate locker space is available for students' clothing, tools, and personal effects. |

VII. STUDENT APPLICATION OF TRAINING

$$\bar{X} = 4.72$$

Evaluation

- | | |
|------------|---|
| <u>5</u> | 1. The students are developing the ability to analyze or diagnose problems encountered in the trade. |
| <u>4/5</u> | 2. The students have the ability and are developing skill in the use of technical handbooks, charts, and reference materials. |
| <u>5</u> | 3. The students can handle a cluster of closely related jobs. |
| <u>5</u> | 4. The students are learning to make decisions of an important nature concerning problems of the trade. |
| <u>5</u> | 5. The students are developing skills and competencies in the use of a variety of instruments, tools, and machine of the trade. |
| <u>4</u> | 6. The students are developing skill in the interpretation of plans and drawings. |
| <u>4</u> | 7. The students are capable of visualization of trade-related situations. |
| <u>4</u> | 8. The students are learning trade resourcefulness. |
| <u>5</u> | 9. The students are developing an understanding of cost and cost analysis. |
| <u>-</u> | 10. The students are learning to impart findings to others simply and accurately (both written and oral). |
| <u>5</u> | 11. The students are learning to work well with others. |
| <u>5</u> | 12. The students are learning to perform in a systematic manner. |
| <u>4</u> | 13. The students show interest in and determination to succeed at their trade. |
| <u>5</u> | 14. The students are learning the importance of safety and safe work habits. |
| <u>5</u> | 15. The students are learning codes and trade regulations applying to the trade. |
| <u>-</u> | 16. The students are developing social maturity. |
| <u>5</u> | 17. The students are learning to follow directions. |
| <u>5</u> | 18. The students understand the need for and are showing the ability to take orders. |

UNIFIED
INDUSTRIAL
TEACHER EVALUATION
STATE OF NEW HAMPSHIRE

This evaluation is being conducted in order to provide records for present and future inquiry. A copy of the completed form (H202) will be provided for the teacher being evaluated, the State Certification Division, and administrators that request such.

Teacher Mr. Neeland
School USDB
Address Leavenworth, Kansas
Date of Evaluation 12/8/76
Evaluator J. Luftig
Evaluator's position Research Consultant
Teacher evaluated while teaching
subjects same as above
Time of day A.M.
Day of week Wednesday

KEY to Evaluation Form H202

Example: NA P F S G E
 () (1) (2) (3) (4) (5)

NA - Not applicable P - Poor F - Fair S - Satisfactory
 G - Good E - Excellent

1. Evidence of Professional Preparation:

1.1 Manipulative skill - variety of teaching aids used	1	2	3	4	⑤
1.2 Knowledge of evaluation techniques	1	2	3	④	5
1.3 Practical experience in craftwork	1	2	3	4	⑤
1.4 Use of English	1	2	3	④	5
1.5 Objective plan usage	1	2	③	4	5
1.6 Performance objective usage	1	2	③	4	5
1.7 Ability to analyze and organize subject matter in objective formate	1	2	③	4	5
1.8 Knowledge of related subject material	1	2	3	4	⑤
1.9 Extent of technical knowledge	1	2	3	4	⑤

Section 1 TOTAL 37

2. Personal Qualities:

2.1 Speech-voice-direction	1	2	3	④	5
2.2 Emotional stability, calmness, reserve	1	2	3	④	5
2.3 Reliability, sincerity	1	2	3	④	5
2.4 Amount of students interest generated	1	2	3	④	5
2.5 Loyalty to students	1	2	3	4	5
2.6 Student/teacher relations	1	2	3	④	5
2.7 General attitude toward student	1	2	3	4	⑤
2.8 General attitude toward job	1	2	3	4	⑤

Section 2 TOTAL 30

3. Teaching Techniques:

3.1 Arousing and maintaining interest	1	2	3	4	5	} No Lesson Observed
3.2 Clearness in presentation of material	1	2	3	4	5	
3.3 Class organization/peer teaching	1	2	3	4	5	
3.4 Class atmosphere - community interaction	1	2	3	4	5	
3.5 Student participation in instruction	1	2	3	4	5	
3.6 Student's feed back in planning	1	2	3	4	5	
3.7 Skill in use of teaching aids	1	2	3	4	5	
3.8 Amount of flexibility with objective plan	1	2	3	4	5	
3.9 Integration of subject matter	1	2	3	4	5	
3.10 Variety of instruction techniques	1	2	3	4	5	
3.11 Testing for student responses	1	2	3	4	5	

Section 3 TOTAL _____

4. Managerial Ability:

4.1 Laboratory orderly/student participation	1	2	3	④	⑤
4.2 Student self-discipline	1	2	③	4	5
4.3 Student participation in management	1	2	3	4	5
4.4 Routing of work in laboratory	1	2	③	4	5
4.5 Variety of work being performed	1	2	3	4	⑤
4.6 General condition of equipment	1	2	3	④	⑤
4.7 Use of instructional exhibits/student exhibits	1	2	3	④	5
4.8 System of tool keeping	1	2	3	④	5
4.9 Supply system	1	2	3	4	⑤
4.10 Tool & supply availability/student access	1	2	3	④	⑤
4.11 Safety precautions (general)	1	2	3	4	⑤
4.12 Safety precautions (specific area)	1	2	3	4	⑤

Section 4 TOTAL 42.55. Additional clarification or remarks: GRAND TOTAL 109.5

TAP - 4.21

TOTAL NA's 14.0Total 40 items - 200 pts.
possible.

Equalization formula

TP

 $\frac{40 - \text{TOT. NA}}{100} = \text{TAP}$ TAP = Total average pts./
100

TP = Total points

CLASS EVALUATION

Date 12/8/76

Program Auto. Mechanics Course _____

Instructor Mr. Neeland

Learning Activities General Auto Repair - Mech., Elec., Transm.

(Type Jobs, Etc.) _____

	5	4	3	2	1
	EXCELLENT	GOOD	SATISFACTORY	FAIR	POOR
1. Preplanning		X			
2. Organization	X				
3. Teaching Guide			X		
4. Learner Preparation	X				
5. Instructor's Job Competence	X				
6. Class Participation	X				
7. Use of Visual Aids	X				
8. Control of Class	X				
9. Ease of Presentation					
10. Testing Procedure		X			
11. Class Attendance					
12. $\bar{X} = 4.56$					

N.A.

N.A.

COMMENTS: More student time needed in program.

Major Observations and Recommendations

The Automotive Mechanics program was found to be a very strong service training program, as well as more than adequately providing for a much-demanded service among local staff and personnel.

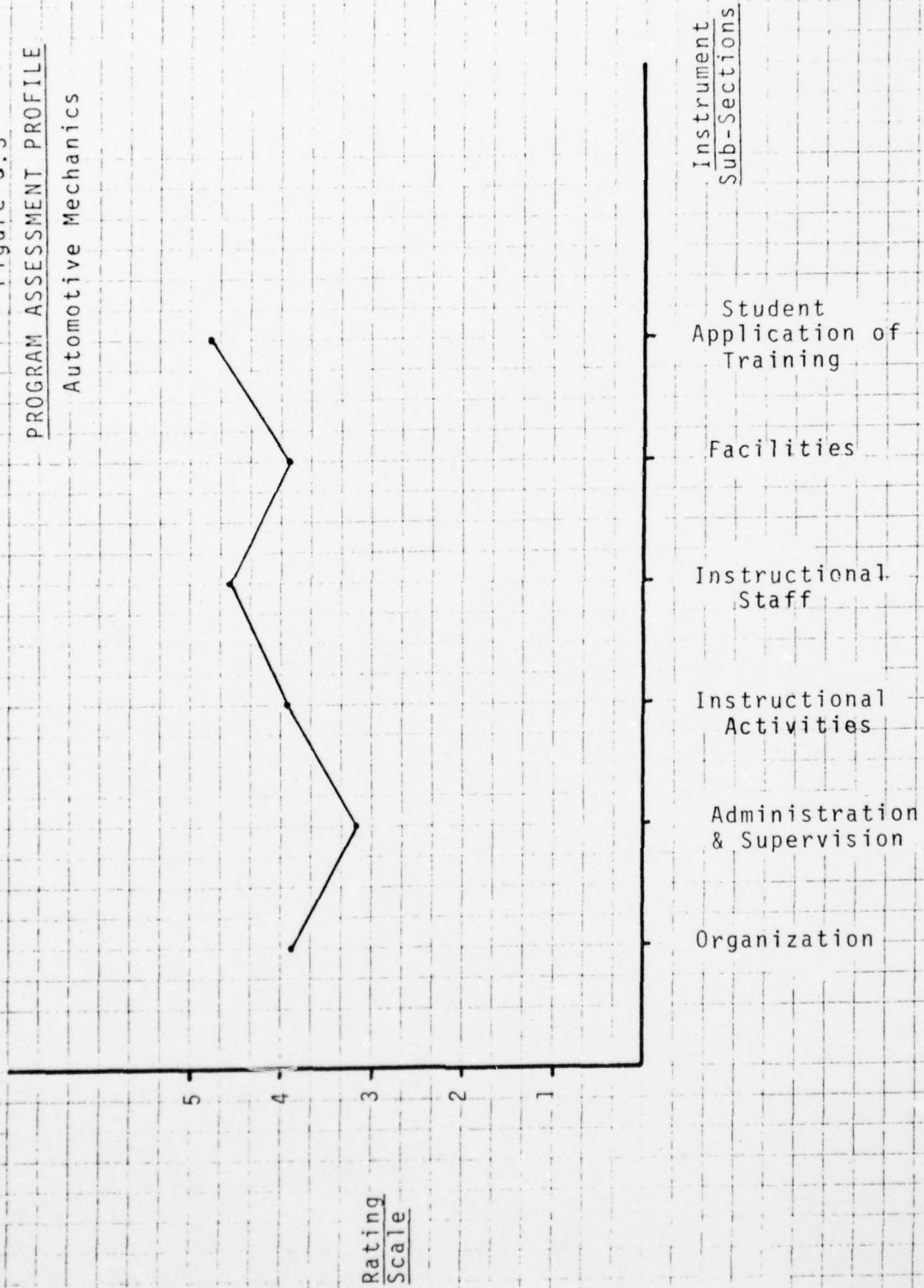
Figure 3.3 presents the profile generated from the Individual Program Assessment Form for this program. Sub-section mean values ranged from 3.13 (Administration and Supervision) to 4.72 (Student Application of Training). The mean value for the six sub-section means was found to be 4.02.

The TAP value for the Teacher Evaluation form was 4.21; the Class Evaluation mean value was 4.56.

Figure 3.3

PROGRAM ASSESSMENT PROFILE

Automotive Mechanics



Commendable aspects of this program included the utilization of student manpower for diverse repair tasks (rotation after task proficiency), the abundance of audio-visual/self-instructional teaching aids, the enthusiasm and dedication of the instructor, and the entire system of student learning activities.

Specific recommendations related to this program include the following points.

- (R18) A curriculum guide should be developed appropriate to the present course, and it should be utilized in maintaining the program.
- (R19) The present facility reflects the minimum square footage that the program requires to run effectively. Careful thought should be given to the future possibility of allocating a portion of this program's floor space to the Automotive Body and Fender Repair program.

Potential for Vocational Program Services Expansion

Although an in-depth service analysis was not conducted as a part of this assessment, it would appear that, given the current facility's constraints, the program is working up to near-full capacity.

While certain modifications could be made to increase the service volume, and therefore the income potential of this program, it would probably not be desirable to do so. Fundamentally, this is still a service training program, and it would be extremely difficult (if not impossible) to increase the work volume markedly and still retain the training value of the program.

3.4 SHEET METAL FABRICATION

SPECIFIC PROGRAM INFORMATION DATA
FOR ADULT INSTRUCTIONAL PROGRAMS
 4
 school code

 Date
 month day year
School Name U.S.D.B.
 School District Leavenworth, Kansas Person Completing This Form J. Luftig

 NOTE: If this training is not conducted in a regular school situation, use the space above to list the special program/
 project title and the sponsoring agency/association.
Instructional Program Title Sheet Metal Fabrication

(What do you call this program?)

Vocational Program Area T & I

(T and I, Agriculture, Home Ec., etc.)

 Vocational Program Code
1. What is the **purpose** of this training?

(check one only)

- 0 ☒ Preparatory (initial or entry level) training
- 1 ☐ Supplementary (upgrading or in-service) training
- 2 ☐ Other (combination of the above—specify)

2. Is this instructional program **primarily** designed to serve persons with **special needs**?☒ Yes ☐ No

if yes, check type(s)

☐ Handicapped☒ Disadvantaged☐ Other (specify) _____3. Is this instructional program offered on a **regular** on-going basis?☒ Yes ☐ No4. Is this instructional program offered on a **temporary** basis to fulfill an immediate need or request?☐ Yes ☒ No

5. Is this an MDTA training program?

☐ Yes ☒ No

6. Is this an apprentice training program?

☐ Yes ☒ No

7. When is this instructional program offered?

- ☒ Day only
- ☐ Night only
- ☐ Both day and night

8. If this program is offered on a continuing basis it is taught:

(check one only)

- 1 ☒ Using instructional modules permitting students to progress at their own pace
- 2 ☐ Quarterly
- 3 ☐ Each semester
- 4 ☐ Each trimester
- 5 ☐ Once each year
- 6 ☐ Other (specify) _____

7 ☐ This program is **not** offered on a continuing basis9. What is the **duration** of time, in weeks, required for a student to complete this instructional program? Number of weeks

40

10. How many **clock hours** of classroom instruction or training are required for a student to complete this instructional program? Clock hours

11. Which of these **organizations** requested this instructional program? (check one or more)

- ☐ Vocational Rehabilitation
☐ Welfare Department
☐ Business and Industry
☐ Union or Employee Group
☐ Interest Group for Disadvantaged
☐ Other (specify) _____

☒ This program was **not** implemented at the request of any outside organization.

12. Did the **organization** requesting this instructional program **provide** financial support, instructional materials or other contributions?

☐ Yes ☐ No

☒ This program was **not** implemented at the request of any outside organization.

13. Check one or more items which best describe the **source** of the **curriculum materials** used in this instructional program.

- ☒ Original or adapted by local staff
☐ Standard state curriculum guide
☐ Commercially prepared materials
☐ Borrowed from similar program
☐ Developed by special agency or association (specify) _____

☐ Other (specify) _____

14. Indicate the number of vocational teachers used for this program.

15. Indicate the number of teachers used for this program who fall into the following categories:

- Regular employees of the school
 Recruited temporarily from business, industry or some other agency

16. Does this instructional program have an **advisory committee**?

☐ Yes ☒ No

17. List the number of socio-economically **disadvantaged** persons among those **enrolled** in this instructional program.

Number of disadvantaged
70

18. List the number of **handicapped** persons among those **enrolled** in this instructional program.

Number of handicapped

19. Give the estimated average **out-of-pocket costs** to students in this instructional program.

28 \$ Transportation costs

\$ Instructional costs

\$ Total estimated cost
(include items not covered above and estimate to the nearest dollar)

20. **Total Instructional Program Enrollment:**

How many persons are **enrolled** in this instructional program?

	Males	Females
Preparatory	<input type="text" value="009"/> 37	<input type="text" value="000"/> 43
Supplementary	<input type="text" value="000"/> 40	<input type="text" value="000"/> 46

Individual Program Assessment Form

$\bar{X} = 3.00$

I. ORGANIZATION

Evaluation

- NA *1. All students are the legal enrollment age or over.
- NA *2. All students have ample health and accident insurance.
- 2 *3. Records showing scholastic, work experiences, attendance and achievements are continuously and consistently maintained.
- 1 *4. Follow-up records are kept up-to-date.
- 5 *5. The class size does not exceed the maximum number of work stations.
- NA *6. Sufficient records are kept on physical inventories.
- 5 7. There is a systematic plan to inspect, test, and maintain equipment in good operating condition.
- 1 8. There is an active crafts advisory committee.
- 3 9. There is a system or safety committee to detect hazardous equipment or physical facilities.
- 1 10. There are sufficient instructional and audiovisual aids available and a workable schedule which will insure their use.
- 5 11. Good working habits are practiced by the students and the instructor.
- 4 12. Scheduling permits the student to participate in school activities and to complete requirements for graduation.
- ✓ 13. Unit credits are given in accordance with the Program of Studies.

Items 1-5* under I. ORGANIZATION can have no graded response. They are points spelled out in the Law and State Plan. Item 6* has no graded response. This is required by the Division of Vocational Education, Trade & Industrial Education.

II. ADMINISTRATION AND SUPERVISION

$\bar{x} = 2.67$

Evaluation

- 1 1. Students are carefully screened before acceptance.
- 1 2. Adequate guidance and counseling is available.
- NA 3. There is a workable plan to encourage junior high school students to prepare themselves for future participation in trade preparatory programs.
- 5 4. A working file is kept on job opportunities to assist in placement of students.
- 4 5. Minimum standards for work experiences are established for each level of employment available to students.
- NA 6. Provisions are made for visitation to industry by both the instructor and students.
- 1 7. Provisions are made for craftsmen to visit with the class.
- 1 8. Provisions are made for graduates and craftsmen to make suggestions and program evaluations.
- 2 9. There is evidence that each student enrolled can benefit from the training.
- 4 10. Credits are allowed so that students can participate in school activities and obtain school requirements for graduation.
- 5 11. All prospective employers are fully aware of the principles and circumstances of placement.
- 3 12. The students' grades are determined from two sources, namely (1) skill development instruction and (2) related instruction.
- 3 13. There is a specified method for determining the grade for each marking period.
- 2 14. Time is scheduled for the instructor to maintain contact with prospective employers.
- NA 15. This Trade and Industrial Education Program is fee-free to the student. If otherwise, indicate fee.
- NA 16. The Administration understands and interprets the philosophy of vocational education as related to vocational offering in the prison.

To what extent does administration use the resources of the Division of Vocational Education in:

NA 17. Planning

NA 18. Projecting

NA 19. Evaluating

NA 20. The student is assisted in selecting his vocational courses on a sound career-planning basis by teachers and guidance counselors.

III. INSTRUCTIONAL ACTIVITIES

$\bar{X} = 3.13$

Evaluation

- 2/3 1. Sufficient time is allotted for technical related information.
- 2 2. Related information is taught according to a State-approved curriculum guide and job analysis.
- 5 3. There is sufficient correlation between related studies and shop experiences.
- 5 4. Each student is allowed to progress at his own rate.
- 3 5. Related information is taught to the group as a whole, according to a well-defined plan.
- 4 6. The student is sufficiently challenged to his greatest effort.
- 4 7. Each student has received or is receiving adequate individual instruction.
- 1 8. Each student maintains a record of his own progress.
- 2/5 9. The program prepares the students to locate, apply for, and be interviewed for employment.
- 1 10. The program has a cooperative, active, and interested advisory committee.
- 5 11. The program provides assistance in locating employment.
- 4 12. Activities are designed to develop desirable attitudes and appreciation concerning work and workmanship.
- 2/5 13. One of each three hours or 30% - 35% of the class time is devoted to related information.
- 4 14. Safety and safety attitudes are a part of each lesson and each operation.
- 1 15. Time for guidance and counseling is readily available to all students.
- NA 16. Provisions are made for parent-instructor discussions and home visitations.
- 3/4 17. Facilities, materials, and supplies are used to support the instructional program to the fullest extent.
- NA 18. The students of this program are active members of NC VICA.
- NA 19. Regularly scheduled meetings of NC VICA are held.
- NA 20. Chapter activities strengthen this instructional program through student participation.

IV. INSTRUCTIONAL STAFF

$\bar{X} = 3.71$

Evaluation

- | | |
|-----------|--|
| <u>5</u> | 1. The instructor meets State certification requirements. |
| <u>4</u> | 2. The instructor has a thorough knowledge of the school education program and its problems together with an understanding of vocational education and its relation to general education. |
| <u>-</u> | 3. The instructor cooperates in every respect and is loyal to the school and all of its parts. |
| <u>4</u> | 4. The instructor has an intense interest in each student enrolled in the program and seeks to provide for each individual a meaningful related instructional and work experience program. |
| <u>4</u> | 5. The instructor is enthusiastic about his program and is anxious to acquaint otherpeople with it. |
| <u>NA</u> | 6. The instructor is interested and active in community activities. |
| <u>3</u> | 7. The instructor shows versatility, originality, and initiative in compensating for or adding to instructional materials. |
| <u>4</u> | 8. The instructor actively engages in giving individual attention to problems encountered by students in their study. |
| <u>NA</u> | 9. The instructor participates, advises, and leads his students in NC VICA activities. |
| <u>2</u> | 10. Teachers without degrees are working toward self improvement through professional courses in Industrial Education (or other comparable courses). |

V. PHYSICAL FACILITIES

$$\bar{X} = 2.86$$

Evaluation

- | | | |
|-----------|-----|---|
| <u>2</u> | 1. | An adequate classroom for related study is provided. |
| <u>2</u> | 2. | The classroom library contains additional information and reference material in the form of supplementary texts, trade journals, pamphlets, magazines, etc. for occupations being taught. |
| <u>3</u> | 3. | There is sufficient occupational information available to student related to those in which the student is receiving training. |
| <u>2</u> | 4. | There is sufficient supply of text materials for each occupation represented, either in the classroom or available from the library. |
| <u>4</u> | 5. | Sufficient funds are available for procuring and replacing reference materials and texts. |
| <u>4</u> | 6. | Sufficient funds are available for procuring expendable materials and supplies. |
| <u>4</u> | 7. | A continuing plan is in operation for replacing equipment as it becomes obsolete or ineffective. |
| <u>2</u> | 8. | Classroom seating is conducive to effective individual and group instruction. |
| <u>4</u> | 9. | An office or counseling room adjoining the classroom or laboratory is provided. |
| <u>3</u> | 10. | Ample filing space is available for required reports, records, correspondence, and instructional materials. |
| <u>2</u> | 11. | Ample chalkboard and bulletin board space is provided. |
| <u>2</u> | 12. | Instructional aids and devices, such as charts, models, mock-ups, films, etc. are available. |
| <u>3</u> | 13. | Provisions are made for adequate storage of such instructional aids. |
| <u>✓</u> | 14. | There is a typewriter available for use by the instructor. |
| <u>✓</u> | 15. | A telephone is available for the use of the instructor. |
| <u>✓</u> | 16. | Sanitary facilities are available for student use (restrooms, washrooms, and showers where needed). |
| <u>3</u> | 17. | Adequate book shelf space is available. |
| <u>NA</u> | 18. | Adequate storage space is provided for students' notebooks, projects, and study materials. |
| <u>NA</u> | 19. | Adequate locker space is available for students' clothing, tools, and personal effects. |

VII. STUDENT APPLICATION OF TRAINING

$\bar{X} = 4.03$

Evaluation

- 4 1. The students are developing the ability to analyze or diagnose problems encountered in the trade.
- 4 2. The students have the ability and are developing skill in the use of technical handbooks, charts, and reference materials.
- 4 3. The students can handle a cluster of closely related jobs.
- 4 4. The students are learning to make decisions of an important nature concerning problems of the trade.
- 4 5. The students are developing skills and competencies in the use of a variety of instruments, tools, and machine of the trade.
- 4/5 6. The students are developing skill in the interpretation of plans and drawings.
- 4/5 7. The students are capable of visualization of trade-related situations.
- 3/4 8. The students are learning trade resourcefulness.
- 5 9. The students are developing an understanding of cost and cost analysis.
- 4 10. The students are learning to impart findings to others simply and accurately (both written and oral).
- 4 11. The students are learning to work well with others.
- 4/5 12. The students are learning to perform in a systematic manner.
- 3 13. The students show interest in and determination to succeed at their trade.
- 4 14. The students are learning the importance of safety and safe work habits.
- 2/3 15. The students are learning codes and trade regulations applying to the trade.
- 16. The students are developing social maturity.
- 5 17. The students are learning to follow directions.
- 4 18. The students understand the need for and are showing the ability to take orders.

UNIFIED
INDUSTRIAL
TEACHER EVALUATION
STATE OF NEW HAMPSHIRE

Teacher Mr. McCoolSchool U.S.D.B.Address Leavenworth, KansasDate of Evaluation 12/8/76Evaluator J. LuftigEvaluator's position Research ConsultantTeacher evaluated while teaching
subjects Mr. McCoolTime of day A.M.Day of week Wednesday

This evaluation is being conducted in order to provide records for present and future inquiry. A copy of the completed form (H202) will be provided for the teacher being evaluated, the State Certification Division, and administrators that request such.

KEY to Evaluation Form H202

Example: NA P F S G E
 () (1) (2) (3) (4) (5)

NA - Not applicable P - Poor F - Fair S - Satisfactory
 G - Good E - Excellent

1. Evidence of Professional Preparation:

1.1 Manipulative skill - variety of teaching aids used	1	2	3	④	5
1.2 Knowledge of evaluation techniques	1	2	③	4	5
1.3 Practical experience in craftwork	1	2	3	4	⑤
1.4 Use of English	1	2	3	4	⑤
1.5 Objective plan usage	1	②	3	4	5
1.6 Performance objective usage	1	②	3	4	5
1.7 Ability to analyze and organize subject matter in objective formate	1	②	3	4	5
1.8 Knowledge of related subject material	1	2	3	4	⑤
1.9 Extent of technical knowledge	1	2	3	4	⑤

Section 1 TOTAL 332. Personal Qualities:

2.1 Speech-voice-direction	1	2	3	④	5
2.2 Emotional stability, calmness, reserve	1	2	3	④	5
2.3 Reliability, sincerity	1	2	3	④	5
2.4 Amount of students interest generated	1	2	3	④	5
2.5 Loyalty to students	1	2	3	4	5
2.6 Student/teacher relations	1	2	3	4	⑤
2.7 General attitude toward student	1	2	3	④	5
2.8 General attitude toward job	1	2	③	4	5

Section 2 TOTAL 28

3. Teaching Techniques:

3.1 Arousing and maintaining interest	1	2	3	4	5
3.2 Clearness in presentation of material	1	2	3	4	5
3.3 Class organization/peer teaching	1	2	3	4	5
3.4 Class atmosphere - community interaction	1	2	3	4	5
3.5 Student participation in instruction	1	2	3	4	5
3.6 Student's feed back in planning	1	2	3	4	5
3.7 Skill in use of teaching aids	1	2	3	4	5
3.8 Amount of flexibility with objective plan	1	2	3	4	5
3.9 Integration of subject matter	1	2	3	4	5
3.10 Variety of instruction techniques	1	2	3	4	5
3.11 Testing for student responses	1	2	3	4	5

No Lessons
Observed

Section 3 TOTAL _____

4. Managerial Ability:

4.1 Laboratory orderly/student participation	1	2	3	4	5
4.2 Student self-discipline	1	2	3	4	5
4.3 Student participation in management	1	2	3	4	5
4.4 Routing of work in laboratory	1	2	3	4	5
4.5 Variety of work being performed	1	2	3	4	5
4.6 General condition of equipment	1	2	3	4	5
4.7 Use of instructional exhibits/student exhibits	1	2	3	4	5
4.8 System of tool keeping	1	2	3	4	5
4.9 Supply system	1	2	3	4	5
4.10 Tool & supply availability/student access	1	2	3	4	5
4.11 Safety precautions (general)	1	2	3	4	5
4.12 Safety precautions (specific area)	1	2	3	4	5

Section 4 TOTAL 475. Additional clarification or remarks: GRAND TOTAL 108

TAP = 4.00

TOTAL NA's 13

Total 40 items - 200 pts.
possible.

Equalization formula

$$\frac{TP}{40 - TOT.NA} = TAP$$

TAP = Total average pts./
100

TP = Total points

CLASS EVALUATION

Date 12/8/76

Department Sheet Metal Fabrication

Instructor Mr. McCool

Learning Activities Sheet Metal Fabrication (product); other

(Type Jobs, Etc.) metals-related activities

	5	4	3	2	1
	EXCELLENT	GOOD	SATISFACTORY	FAIR	POOR
1. Preplanning		X			
2. Organization		X			
3. Teaching Guide			X		
4. Learner Preparation		X			
5. Instructor's Job Competence	X				
6. Class Participation					
7. Use of Visual Aids				X	X
8. Control of Class		X			
9. Ease of Presentation					
10. Testing Procedure			X		
11. Class Attendance					
12. $\bar{X} = 3.56$					

COMMENTS: _____

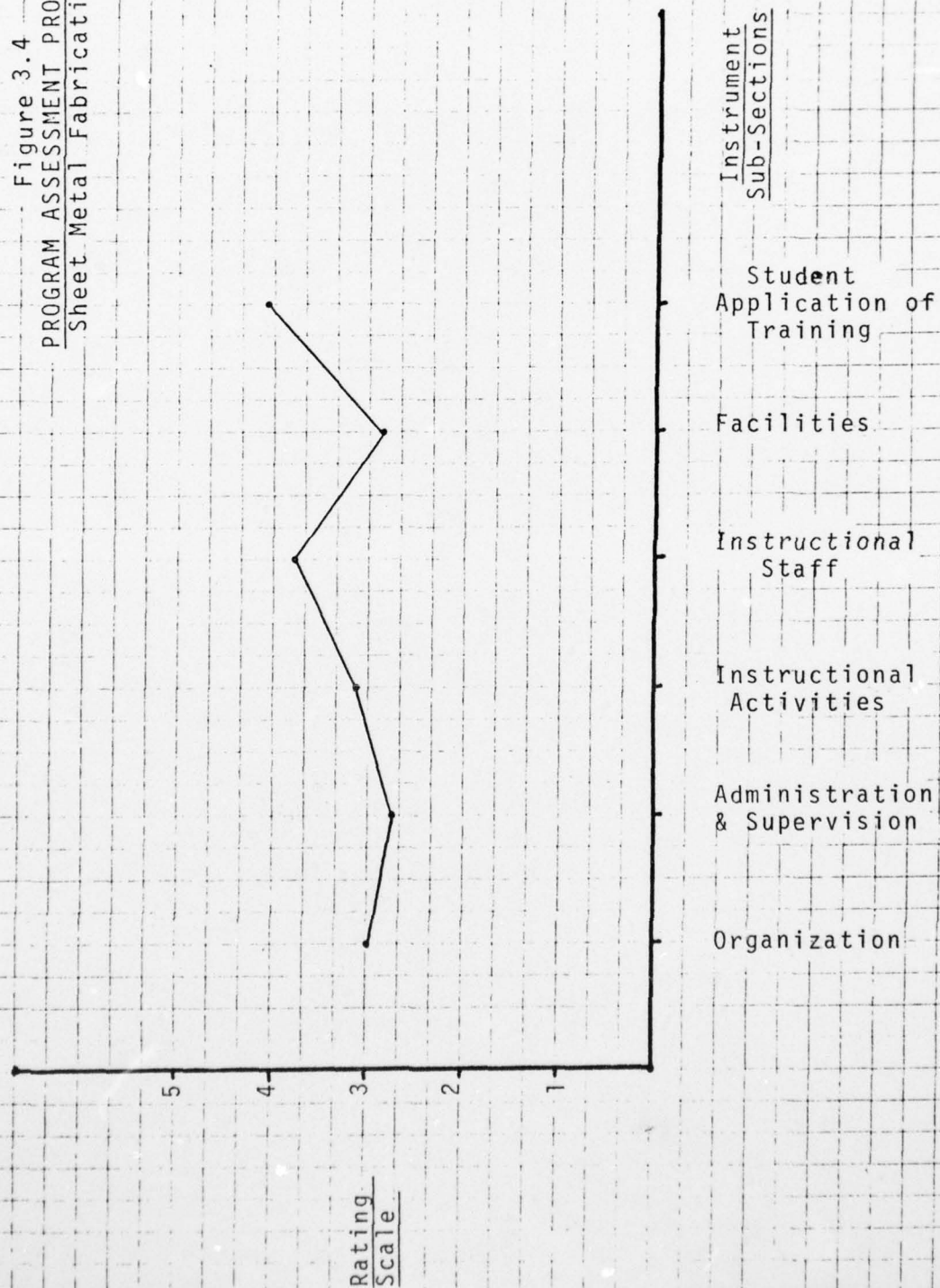
Major Observations and Recommendations

The Sheet Metal Fabrication Program was found to be a moderately strong vocational training program. Many of the learning activities performed within this facility are oriented toward providing repair services in conjunction with the operation of the overall institution.

Figure 3.4 presents the profile generated from the Individual Program Assessment Form for this program. Sub-section mean values ranged from 2.67 (Administration and Supervision) to 4.03 (Student Application of Training). The mean value for the six sub-section means was found to be 3.23.

The TAP value for the Teacher Evaluation form was 4.00; the Class Evaluation mean value was 3.56.

Figure 3.4
PROGRAM ASSESSMENT PROFILE
Sheet Metal Fabrication



Commendable aspects of the program included the maintenance level of the facilities and equipment observed, the competency level of students achieved in the area of developments and intersections, and the use of cost analysis activities in the program.

Specific recommendations related to this program include the following points.

- (R20) Time should be scheduled to allow the instructor to visit with sheet metal-related craftsmen in outside industry for the purpose of curriculum review.
- (R21) More audio-visual/self-instructional learning aids should be purchased for this program.
- (R22) A curriculum guide appropriate to the present program should be developed and utilized.

Production Potential for Vocational Program Products

Given the current facility and program, it is highly unlikely that this program can be utilized to produce any sizeable revenue. In order for this to occur, the following would have to happen:

- A complete line of sheet metal products would have to be developed.
- A marketing effort would have to be made for the sales and distribution of the product line.
- More heavy forming equipment would have to be added. Additionally, the new equipment would have to be of a greater capacity than the present equipment.
- More line production techniques and procedures would have to be introduced into the program.

As these changes would be necessary, it would be sensible to determine whether this type of major modification would even be cost-effective, given the potential market demands and parameters for sheet metal products.

3.5 WELDING

DF-4

THE CENTER FOR VOCATIONAL
AND TECHNICAL EDUCATION
THE OHIO STATE UNIVERSITYSPECIFIC PROGRAM INFORMATION DATA
FOR ADULT INSTRUCTIONAL PROGRAMS4
school codeDate
month day yearProgram Name WeldingSchool U.S.D.B. - LeavenworthPerson Completing This Form J. LuftigNOTE: If this training is not conducted in a regular school situation, use the space above to list the special program/
project title and the sponsoring agency/association.Instructional Program Title Welding

(What do you call this program?)

Vocational Program Area T & I

(T and I, Agriculture, Home Ec., etc.)

Vocational Program Code1. What is the **purpose** of this training?
(check one only)☒ Preparatory (initial or entry level) training☐ Supplementary (upgrading or in-service) training☐ Other (combination of the above—specify)
_____2. Is this instructional program **primarily** designed to
serve persons with **special needs**?☒ Yes ☐ No

if yes, check type(s)

☐ Handicapped☒ Disadvantaged☐ Other (specify) _____3. Is this instructional program offered on a **regular** on-
going basis?☒ Yes ☐ No4. Is this instructional program offered on a **temporary**
basis to fulfill an immediate need or request?☐ Yes ☒ No

5. Is this an MDTA training program?

☐ Yes ☒ No

6. Is this an apprentice training program?

☐ Yes ☒ No

7. When is this instructional program offered?

☒ Day only☐ Night only☐ Both day and night8. If this program is offered on a continuing basis it is
taught: (check **one** only)☐ Using instructional modules permitting stu-
dents to progress at their own pace☒ Quarterly☐ Each semester☐ Each trimester☐ Once each year☐ Other (specify) _____☐ This program is **not** offered on a continuing basis9. What is the **duration** of time, in weeks, required for
a student to complete this instructional program? Number of weeks

40

10. How many **clock hours** of classroom instruction or
training are required for a student to complete this
instructional program? Clock hours

11. Which of these **organizations** requested this instructional program? (check one or more)

- ☐ Vocational Rehabilitation
☐ Welfare Department
☐ Business and Industry
☐ Union or Employee Group
☐ Interest Group for Disadvantaged
☐ Other (specify) _____

☒ This program was **not** implemented at the request of any outside organization.

12. Did the **organization** requesting this instructional program **provide** financial support, instructional materials or other contributions?

☐ Yes ☐ No

☐ This program was **not** implemented at the request of any outside organization.

13. Check one or more items which best describe the **source** of the **curriculum materials** used in this instructional program.

- ☐ Original or adapted by local staff
☐ Standard state curriculum guide
☐ Commercially prepared materials
☐ Borrowed from similar program
☐ Developed by special agency or association (specify) _____

☒ Other (specify) Constantly shifting subject matter; basic course stems from USDB trade analysis manual.

14. Indicate the number of vocational teachers used for this program.

01

15. Indicate the number of teachers used for this program who fall into the following categories:

- ☐ Regular employees of the school
☐ Recruited temporarily from business, industry or some other agency

16. Does this instructional program have an **advisory committee**?

☐ Yes ☒ No

17. List the number of socio-economically **disadvantaged** persons among those **enrolled** in this instructional program.

021 Number of disadvantaged
70

18. List the number of **handicapped** persons among those **enrolled** in this instructional program.

000 Number of handicapped

19. Give the estimated average **out-of-pocket costs** to students in this instructional program.

28 \$ 000 Transportation costs

\$ 000 Instructional costs

\$ 000 Total estimated cost (include items not covered above and estimate to the nearest dollar)

20. **Total Instructional Program Enrollment:**

How many persons are **enrolled** in this instructional program?

	Males	Females
Preparatory	021 37	000 43
Supplementary	000 40	000 46

Individual Program Assessment Form

$\bar{X} = 2.44$

I. ORGANIZATION

Evaluation

- NA *1. All students are the legal enrollment age or over.
- NA *2. All students have ample health and accident insurance.
- 3 *3. Records showing scholastic, work experiences, attendance and achievements are continuously and consistently maintained.
- 1 *4. Follow-up records are kept up-to-date.
- 4 *5. The class size does not exceed the maximum number of work stations.
- NA *6. Sufficient records are kept on physical inventories.
- 2 7. There is a systematic plan to inspect, test, and maintain equipment in good operating condition.
- 1 8. There is an active crafts advisory committee.
- 2 9. There is a system or safety committee to detect hazardous equipment or physical facilities.
- 3 10. There are sufficient instructional and audiovisual aids available and a workable schedule which will insure their use.
- 5 11. Good working habits are practiced by the students and the instructor.
- 1 12. Scheduling permits the student to participate in school activities and to complete requirements for graduation.
- ✓ 13. Unit credits are given in accordance with the Program of Studies.

Items 1-5* under I. ORGANIZATION can have no graded response. They are points spelled out in the Law and State Plan. Item 6* has no graded response. This is required by the Division of Vocational Education, Trade & Industrial Education.

II. ADMINISTRATION AND SUPERVISION

$\bar{X} = 3.50$

Evaluation

- 5 1. Students are carefully screened before acceptance.*
- 1 2. Adequate guidance and counseling is available.
- NA 3. There is a workable plan to encourage junior high school students to prepare themselves for future participation in trade preparatory programs.
- 5 4. A working file is kept on job opportunities to assist in placement of students.
- 4 5. Minimum standards for work experiences are established for each level of employment available to students.
- NA 6. Provisions are made for visitation to industry by both the instructor and students.
- 2 7. Provisions are made for craftsmen to visit with the class.
- 2 8. Provisions are made for graduates and craftsmen to make suggestions and program evaluations.
- 3 9. There is evidence that each student enrolled can benefit from the training.
- 5 10. Credits are allowed so that students can participate in school activities and obtain school requirements for graduation.
- 5 11. All prospective employers are fully aware of the principles and circumstances of placement.
- 4 12. The students' grades are determined from two sources, namely (1) skill development instruction and (2) related instruction.
- 4 13. There is a specified method for determining the grade for each marking period.
- 2 14. Time is scheduled for the instructor to maintain contact with prospective employers.
- NA 15. This Trade and Industrial Education Program is fee-free to the student. If otherwise, indicate fee.
- NA 16. The Administration understands and interprets the philosophy of vocational education as related to vocational offering in the prison.
- To what extent does administration use the resources of the Division of Vocational Education in:
- NA 17. Planning

* Unique screening situation.

NA 18. Projecting

NA 19. Evaluating

NA 20. The student is assisted in selecting his vocational courses on a sound career-planning basis by teachers and guidance counselors.

III. INSTRUCTIONAL ACTIVITIES

$\bar{X} = 3.53$

Evaluation

- 2 1. Sufficient time is allotted for technical related information.
- 2 2. Related information is taught according to a State-approved curriculum guide and job analysis.
- 5 3. There is sufficient correlation between related studies and shop experiences.
- 5 4. Each student is allowed to progress at his own rate.
- 3 5. Related information is taught to the group as a whole, according to a well-defined plan.
- 5 6. The student is sufficiently challenged to his greatest effort.
- 4/5 7. Each student has received or is receiving adequate individual instruction.
- 1 8. Each student maintains a record of his own progress.
- 5 9. The program prepares the students to locate, apply for, and be interviewed for employment.
- 1 10. The program has a cooperative, active, and interested advisory committee.
- 5 11. The program provides assistance in locating employment.
- 5 12. Activities are designed to develop desirable attitudes and appreciation concerning work and workmanship.
- 2 13. One of each three hours or 30% - 35% of the class time is devoted to related information.
- 5 14. Safety and safety attitudes are a part of each lesson and each operation.
- 1 15. Time for guidance and counseling is readily available to all students.
- NA 16. Provisions are made for parent-instructor discussions and home visitations.
- 5 17. Facilities, materials, and supplies are used to support the instructional program to the fullest extent.
- NA 18. The students of this program are active members of NC VICA.
- NA 19. Regularly scheduled meetings of NC VICA are held.
- NA 20. Chapter activities strengthen this instructional program through student participation.

IV. INSTRUCTIONAL STAFF

$\bar{X} = 4.57$

Evaluation

- | | | |
|------------|-----|---|
| <u>5 +</u> | 1. | The instructor meets State certification requirements. |
| <u>5</u> | 2. | The instructor has a thorough knowledge of the school education program and its problems together with an understanding of vocational education and its relation to general education. |
| <u>-</u> | 3. | The instructor cooperates in every respect and is loyal to the school and all of its parts. |
| <u>4</u> | 4. | The instructor has an intense interest in each student enrolled in the program and seeks to provide for each individual a meaningful related instructional and work experience program. |
| <u>5</u> | 5. | The instructor is enthusiastic about his program and is anxious to acquaint other people with it. |
| <u>NA</u> | 6. | The instructor is interested and active in community activities. |
| <u>4</u> | 7. | The instructor shows versatility, originality, and initiative in compensating for or adding to instructional materials. |
| <u>4</u> | 8. | The instructor actively engages in giving individual attention to problems encountered by students in their study. |
| <u>NA</u> | 9. | The instructor participates, advises, and leads his students in NC VICA activities. |
| <u>5</u> | 10. | Teachers without degrees are working toward self improvement through professional courses in Industrial Education (or other comparable courses). |

V. PHYSICAL FACILITIES

$\bar{X} = 2.86$

Evaluation

- 2 1. An adequate classroom for related study is provided.
- 3 2. The classroom library contains additional information and reference material in the form of supplementary texts, trade journals, pamphlets, magazines, etc. for occupations being taught.
- 3 3. There is sufficient occupational information available to student related to those in which the student is receiving training.
- 3 4. There is sufficient supply of text materials for each occupation represented, either in the classroom or available from the library.
- 5 5. Sufficient funds are available for procuring and replacing reference materials and texts.
- 5 6. Sufficient funds are available for procuring expendable materials and supplies.
- 3 7. A continuing plan is in operation for replacing equipment as it becomes obsolete or ineffective.
- 2 8. Classroom seating is conducive to effective individual and group instruction.
- 3 9. An office or counseling room adjoining the classroom or laboratory is provided.
- 2 10. Ample filing space is available for required reports, records, correspondence, and instructional materials.
- 2 11. Ample chalkboard and bulleting board space is provided.
- 3 12. Instructional aids and devices, such as charts, models, mock-ups, films, etc. are available.
- 2 13. Provisions are made for adequate storage of such instructional aids.
14. There is a typewriter available for use by the instructor.
15. A telephone is available for the use of the instructor.
16. Sanitary facilities are available for student use (restrooms, washrooms, and showers where needed).
- 2 17. Adequate book shelf space is available.
- NA 18. Adequate storage space is provided for students' notebooks, projects, and study materials.
- NA 19. Adequate locker space is available for students' clothing, tools, and personal effects.
20. Use new welding-curtains instead of solid screens.

VII. STUDENT APPLICATION OF TRAINING

$\bar{X} = 4.00$

Evaluation

- | | |
|------------|---|
| <u>5</u> | 1. The students are developing the ability to analyze or diagnose problems encountered in the trade. |
| <u>4</u> | 2. The students have the ability and are developing skill in the use of technical handbooks, charts, and reference materials. |
| <u>5</u> | 3. The students can handle a cluster of closely related jobs. |
| <u>4</u> | 4. The students are learning to make decisions of an important nature concerning problems of the trade. |
| <u>5</u> | 5. The students are developing skills and competencies in the use of a variety of instruments, tools, and machine of the trade. |
| <u>4</u> | 6. The students are developing skill in the interpretation of plans and drawings. |
| <u>-</u> | 7. The students are capable of visualization of trade-related situations. |
| <u>-</u> | 8. The students are learning trade resourcefulness. |
| <u>1</u> | 9. The students are developing an understanding of cost and cost analysis. |
| <u>-</u> | 10. The students are learning to impart findings to others simply and accurately (both written and oral). |
| <u>-</u> | 11. The students are learning to work well with others. |
| <u>4</u> | 12. The students are learning to perform in a systematic manner. |
| <u>4/5</u> | 13. The students show interest in and determination to succeed at their trade. |
| <u>5</u> | 14. The students are learning the importance of safety and safe work habits. |
| <u>2/3</u> | 15. The students are learning codes and trade regulations applying to the trade. |
| <u>-</u> | 16. The students are developing social maturity. |
| <u>4</u> | 17. The students are learning to follow directions. |
| <u>4</u> | 18. The students understand the need for and are showing the ability to take orders. |

UNIFIED
INDUSTRIAL ARTS
TEACHER EVALUATION
STATE OF NEW HAMPSHIRE

Teacher Mr. Hutchins
Welding Shop
USDB - Leavenworth

This evaluation is being conducted in order to provide records for present and future inquiry. A copy of the completed form (H202) will be provided for the teacher being evaluated, the State Certification Division, and administrators that request such.

Date of Evaluation 12/7/76

Evaluator J. Luftig

Evaluator's position Consultant

Teacher evaluated while teaching subjects Mr. Hutchins

Time of day P.M.

Day of week Tuesday

KEY to Evaluation Form H202

Example: NA P F S G E
() (1) (2) (3) (4) (5)

NA - Not applicable P - Poor F - Fair S - Satisfactory
G - Good E - Excellent

1. Evidence of Professional Preparation:

1.1 Manipulative skill - variety of teaching aids used	1	2	3	④	5
1.2 Knowledge of evaluation techniques	1	2	③	4	5
1.3 Practical experience in craftwork	1	2	3	4	⑤
1.4 Use of English	1	2	3	④	5
1.5 Objective plan usage	1	2	③	4	5
1.6 Performance objective usage	1	2	③	4	5
1.7 Ability to analyze and organize subject matter in objective formate	1	2	③	4	5
1.8 Knowledge of related subject material	1	2	3	4	⑤
1.9 Extent of technical knowledge	1	2	3	4	⑤

Section 1 TOTAL 35

2. Personal Qualities:

2.1 Speech-voice-direction	1	2	3	4	5
2.2 Emotional stability, calmness, reserve	1	2	3	4	5
2.3 Reliability, sincerity	1	2	3	4	5
2.4 Amount of students interest generated	1	2	3	4	5
2.5 Loyalty to students	1	2	3	4	5
2.6 Student/teacher relations	1	2	3	4	5
2.7 General attitude toward student	1	2	3	4	5
2.8 General attitude toward job	1	2	3	4	5

Section 2 TOTAL 35

AD-A045 713

MENTORIS CO PRINCETON NJ

EVALUATION OF THE ARMY CORRECTION PROGRAM. VOLUME IV. USDB VOCA--ETC(U)

AUG 77 R BHATTACHARYYA, A L WILLEY

F/G 5/11

MDA906-76-C-0349

NL

UNCLASSIFIED

2 OF 2

AD
A045713



END
DATE
FILMED

11 -77

DDC

3. Teaching Techniques:

3.1 Arousing and maintaining interest	1	2	3	4	5	
3.2 Clearness in presentation of material	1	2	3	4	5	
3.3 Class organization/peer teaching	1	2	3	4	5	
3.4 Class atmosphere - community interaction	1	2	3	4	5	
3.5 Student participation in instruction	1	2	3	4	5	No Lessons Reviewed
3.6 Student's feed back in planning	1	2	3	4	5	
3.7 Skill in use of teaching aids	1	2	3	4	5	
3.8 Amount of flexibility with objective plan	1	2	3	4	5	
3.9 Integration of subject matter	1	2	3	4	5	
3.10 Variety of instruction techniques	1	2	3	4	5	
3.11 Testing for student responses	1	2	3	4	5	

Section 3 TOTAL _____

4. Managerial Ability:

4.1 Laboratory orderly/student participation	1	2	3	4	5	
4.2 Student self-discipline	1	2	3	4	5	
4.3 Student participation in management	1	2	3	4	5	
4.4 Routing of work in laboratory	1	2	3	4	5	
4.5 Variety of work being performed	1	2	3	4	5	
4.6 General condition of equipment	1	2	3	4	5	
4.7 Use of instructional exhibits/student exhibits	1	2	3	4	5	
4.8 System of tool keeping	1	2	3	4	5	Add Assess- ments
4.9 Supply system - long term waiting for delivery	1	2	3	4	5	
4.10 Tool & supply availability/student access	1	2	3	4	5	
4.11 Safety precautions (general)	1	2	3	4	5	
4.12 Safety precautions (specific area)	1	2	3	4	5	

Section 4 TOTAL 435. Additional clarification or remarks: GRAND TOTAL 106

TAP = 3.93

TOTAL NA's 13Total 40 items - 200 pts.
possible.

Equalization formula

TP

40 - TOT. NA = TAP

TAP = Total average pts./
100

TP = Total points

CLASS EVALUATION

Date 12/7/76

Department Welding

Instructor Mr. Hutchins

Learning Activities Welding/ Fabricating

(Type Jobs, Etc.) _____

	5	4	3	2	1
	EXCELLENT	GOOD	SATISFACTORY	FAIR	POOR
1. Preplanning		X			
2. Organization		X			
3. Teaching Guide		X			
4. Learner Preparation	X				
5. Instructor's Job Competence	X				
6. Class Participation NA					
7. Use of Visual Aids			X		
8. Control of Class		X			
9. Ease of Presentation NA					
10. Testing Procedure			X		
11. Class Attendance NA					
12. $\bar{X} = 4.00$					

COMMENTS: _____

Major Observations and Recommendations

The Welding program was found to be an extremely strong vocational training program.

Figure 3.5 presents the profile generated from the Individual Program Assessment Form for this program. Sub-section mean values ranged from 2.44 (Organization) to 4.57 (Instructional Staff). The mean value for the six sub-section means was found to be 3.48.

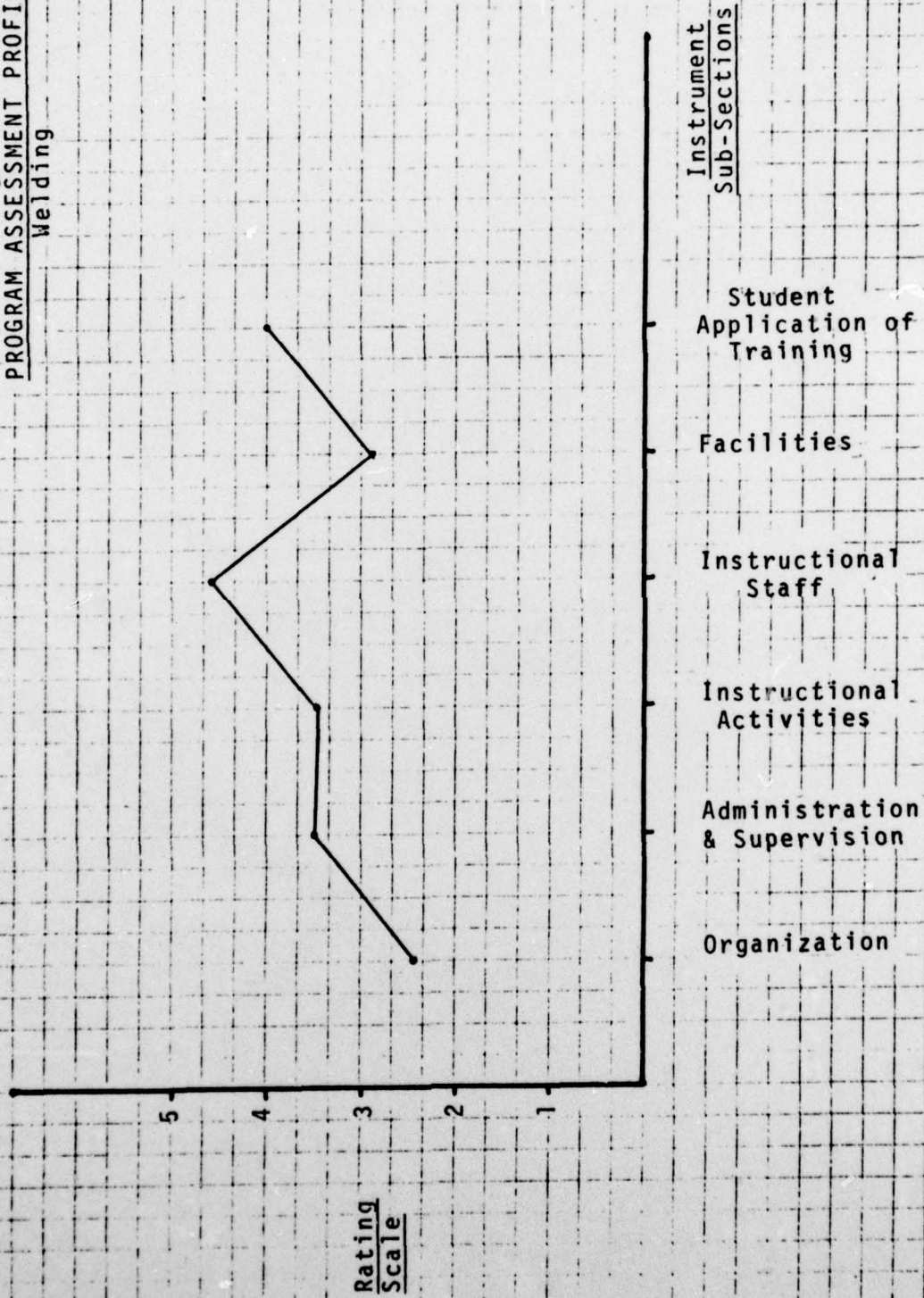
The TAP value for the Teacher Evaluation form was 3.93; the Class Evaluation mean value was 4.00.

Commendable aspects of this program included the diversification of welding training experience (Oxy-Acetylene, Heliarc, MIG, TIG), the screening system utilized by the program supervisor, the high degree of correlation between the shop experience and the related studies, the methods by which students gain desirable attitudes toward excellence in workmanship, and the enthusiasm and dedication of the instructor.

Specific recommendations related to this program include the following points.

- (R23) Welding methods employing MAPP gas should be introduced to the program.
- (R24) The use of work table-level exhaust flues should be expanded beyond its present status.
- (R25) The solid movable screens presently in use around the welding booths should be replaced with the newly-developed transparent welding screens. This modification will allow for greater supervision, expanded floor space, and ease of movement in the facility.

Figure 3.5
PROGRAM ASSESSMENT PROFILE
Welding



Production Potential for Vocational Program Products

With the exception of serving as a support facility for the Sheet Metal Fabrication program, this program has little potential as a large scale revenue-generating facility.

This situation is primarily due to the short duration of the work experience (18 weeks), and the limited nature of the activity itself. Unlike the other programs, the purpose of this program is to train individuals to join (as opposed to fabricate) components. Aside from performing in a service capacity for other areas, therefore, it is most reasonable to continue this program primarily as a training experience.

4.0 FINAL SUMMARY AND RECOMMENDATIONS

Figure 4.1 presents the five assessment profiles previously generated for each program on one chart to allow for ease in program comparisons.

As can be noted from the combined profile, the Instructional Staff factor was more than adequate for all of the program staff assessed. Student Application of Training was also found to range between 'good' and 'excellent' for all programs. Conversely, four of the five programs reflected assessment levels between 'fair' and 'good' for the factor of Organization; three of the five programs showed mean values in this same range for Administration and Supervision.

Many of the general and specific recommendations pertain directly to criteria affecting these areas in all or some of the program assessments.

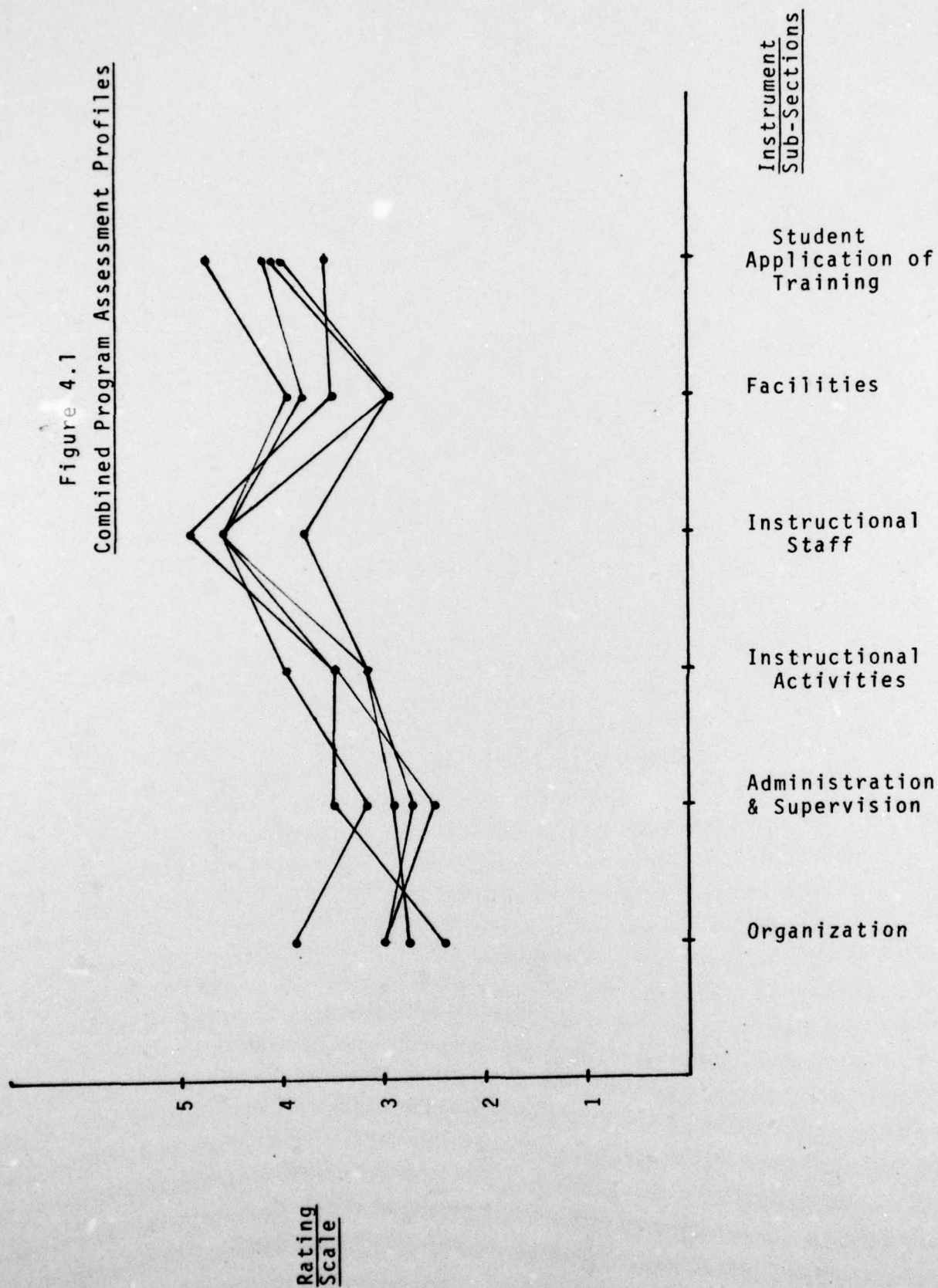
Table 4.1 presents a summary of all data gathered for each program in this evaluation effort.

TABLE 4.1

Summary of Individual Program Data

Program	Individual Program Assessment Form						Teacher Evaluation TAP Value	Class Evaluation	
	I.	II.	III.	IV.	V.	VI.			MEAN
Screen Process Printing	2.83	2.81	3.25	4.57	3.69	4.13	3.55	3.93	4.25
Cabinet- making	3.00	2.50	3.41	4.83	3.50	3.56	3.47	4.33	4.44
Automotive Mechanics	3.88	3.13	3.91	4.57	3.93	4.72	4.02	4.21	4.56
Sheet Metal Fabrication	3.00	2.67	3.13	3.71	2.86	4.03	3.23	4.00	3.56
Welding	2.44	3.50	3.53	4.57	2.86	4.00	3.48	3.93	4.00

Figure 4.1
Combined Program Assessment Profiles



In summary, the recommendations presented within the context of this report are as follows:

General Program

- (R1) A journeyman/mechanic from each industry represented by an individual vocational training program should be added to the current advisory committee.
- (R2) A two-week mini course should be established in order to provide exposure to the vocational training programs available to incoming inmates.
- (R3) Each student in a vocational training program should develop an 'exit portfolio' based upon the training received and the work performed during the course of the program.
- (R4) Individual program supervisors should attempt to create instructional efforts with interdisciplinary activities.
- (R5) Expanded programs should be developed for long-term inmates which would provide a cluster of occupational competencies within common technologies.
- (R6) A basic exposure course in drafting/blueprint reading should be taken by all inmates prior to entering any T & I vocational training program.
- (R7) The present administration should explore the possibility of assigning primarily those inmates to vocational programs who will potentially be incarcerated for a period of time adequate for program completion.
- (R8) The present administration should allow inmates transferred to 'A' custody to complete their training program.
- (R9) Vocational program instructors should take part in those classification committee activities which send inmates to their training programs.
- (R10) If the recent order preventing military assigned to the vocational program from aiding the vocational instructor in conducting the program, then a civilian clerk should be added to the staff of each vocational program to handle the paper-work load and release the instructor for more classroom/shop activities.

Specific Programs

- Screen Process Printing

- (R11) A complete fume exhaust system must be installed in the Screen Process Printing facility. Currently, the health and general welfare of both supervisors and students are threatened due to the heavy fumes present in the work areas.
- (R12) Paints, thinners, and rags used with these materials should be stored in non-combustible containers/cabinets; clean-up procedures should be tightened in the paint mixing room.
- (R13) More time should be allocated for related vocational guidance and counseling activities.

- Cabinetmaking

- (R14) The present exhaust system in the finishing area is felt to be inadequate, and should be upgraded.
- (R15) More time should be devoted to cabinetmaking, with less time spent on refinishing activities. The entire course of study should be increased to 36 weeks.
- (R16) Training in mass production activities should be introduced into the current program (as opposed to the present emphasis on job-lot activities).
- (R17) New processes in wood technology (e.g., Poly Ethelene Glycol treatment; steaming, bending, and laminating) should be introduced into the program.

- Automotive Mechanics

- (R18) A curriculum guide should be developed appropriate to the present course, and it should be utilized in maintaining the program.
- (R19) The present facility reflects the minimum square footage that the program requires to run effectively. Careful thought should be given to the future possibility of allocating a portion of this program's floor space to the Automotive Body and Fender Repair program.

- Sheet Metal Fabrication

- (R20) Time should be scheduled to allow the instructor to visit with sheet metal-related craftsmen in outside industry for the purpose of curriculum review.
- (R21) More audio-visual/self-instructional learning aids should be purchased for this program.
- (R22) A curriculum guide appropriate to the present program should be developed and utilized.

- Welding

- (R23) Welding methods employing MAPP gas should be introduced to the program.
- (R24) The use of work table-level exhaust flues should be expanded beyond its present status.
- (R25) The solid movable screens presently in use around the welding booths should be replaced with the newly-developed transparent welding screens. This modification will allow for greater supervision, expanded floor space, and ease of movement in the facility.

APPENDIX A

Inmate Evaluation Form

MONTHLY INMATE EVALUATION AND REPORTING SHEET

DATE OF REPORT _____ DATE ASSIGNED TO DETAIL _____
(DAY - MONTH - YR) (DAY - MONTH - YR)

INMATE'S NAME _____ REG. No. _____
(LAST NAME - FIRST NAME - MIDDLE INITIAL)

DETAIL _____ REPORT FOR _____
(NAME AND NUMBER) (MONTH OF)

JOB POSITION _____
(TITLE AND/OR DESCRIPTION)

ABATEMENT LEVEL

SKILL LEVEL	CUSTODY			
	A	B	C	MAX.
INSTRUCTOR				
SKILLED				
SEMI - SKILLED				
UNSKILLED				

CHECK MONTHLY
STATUS.

YOU MAY NOT EXCEED
AUTHORIZATIONS.

INDIVIDUAL EVALUATION

PLEASE READ NARRATIVE DESCRIPTION ON REVERSE SIDE

FIELDS	OUTSTANDING 5	+AVERAGE 4	AVERAGE 3	-AVERAGE 2	UNSATISFACTORY 1	NOT NOTED SEE RMKS.
QUALITY OF WORK						
QUANTITY OF WORK						
INITIATIVE						
INTEREST						
DEPENDABILITY						
RESPONSE TO SUPERVISION						
ABILITY TO WORK WITH OTHERS						

REMARKS / OBSERVATIONS _____

INMATE'S SIGNATURE

SUPERVISOR'S SIGNATURE

A. QUALITY OF WORK

1. Makes more errors than he should for his level of training, work must be redone.
2. Can do better work but is careless. Makes mistakes and does not check work.
3. Makes some mistakes but no more than expected at this skill level.
4. Makes fewer mistakes than most inmates at this level of training.
5. Does journeyman level work.

B. QUANTITY OF WORK

1. Lazy, wastes time, goofs off.
2. Does just enough to get by, has to be told to do work.
3. Works steadily but does not push himself.
4. Willing worker, does a full day's work and wastes little time.
5. Works exceptionally hard all the time.

C. INITIATIVE

1. Always waits to be told what to do. Needs help getting started.
2. Usually relies on others to tell him what to do.
3. Usually will start work without waiting to be told. Can adapt to changes in routines. Needs help planning work.
4. Usually can plan his own work well. Acts on his own in most things.
5. Plans his own work. Has good ideas on better ways of doing things.

D. INTEREST - EAGERNESS TO LEARN

1. Shows no interest in job. Regards work as a drag or waste of time.
2. Shows minimal interest in job but no real eagerness to learn.
3. Shows interest in work. Wants to learn his job but puts forth no extra effort.

4. Shows more interest than most. May do extra work to improve skills or ask questions about his work.
5. Wants to know everything there is to know about his job. Volunteers to do anything that will improve his knowledge.

E. NEED FOR SUPERVISION - DEPENDABILITY

1. Needs constant supervision and is completely undependable. If left unsupervised, will cause trouble, or wander off.
2. Needs closer supervision than most. Not very dependable or prompt.
3. Can be relied on for certain things but must be supervised for others. Usually prompt and dependable.
4. Needs little supervision. Is more dependable and prompt than most.
5. Needs no supervision and is completely dependable all the time.

F. RESPONSE TO SUPERVISION AND INSTRUCTION

1. Resentful and hostile. Resists or ignores suggestions and argues with supervisor.
2. Usually resists or ignores suggestions. Usually is resentful and hostile.
3. Generally does what he is told to do without arguing. May have some resentment or hostility.
4. Has little or no hostility or resentment. Tries to improve.
5. Has no hostility or resentment and always does exactly as he is told.

G. ABILITY TO WORK WITH OTHERS

1. Does not get along with inmates or military personnel at all. Hostile, negative attitude.
2. Does make friends but not easily. Has some difficulties working with others.
3. Gets along with most co-workers and is accepted by them.
4. Friendly, congenial, helpful; others like to work with him.
5. Is able to work with anyone, very popular.



**WOOD · PAPER
TEXTILES ETC.
OILS · GREASES
· PAINTS ·
ELECTRICAL
EQUIPMENT**

CAUTION

**EYE HAZARDOUS
EYE PROTECTION
REQUIRED**



FIRE DEPT
RESCUE



PLACE ON CHILD'S
BEDROOM WINDOW

